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ABSTRACT

This report is designed to facilitate efforts to develop and implement equitable educational policies and procedures, and remedy discriminatory practices that lead to disproportionate representation of students from racial and ethnic minority groups in special education. It aims to enable technical assistance providers to provide more effective assistance and guidance to state and local education personnel in addressing disproportionate representation. Part 1 is a compilation of approaches that have the potential for effectively preventing and correcting disproportionate representation. These approaches emphasize the need to: (1) make available a strong academic program that fosters success for all students in both general and special education; (2) develop methods for preventing students from experiencing academic or behavioral difficulties, identifying difficulties early, and problem solving when difficulties arise; (3) implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement, and re-evaluation; (4) increase the involvement of parents' families and the community in the education of their children; and (5) use a variety of community resources to enrich and expand effective educational programs, including the recruitment of teachers from culturally and linguistically diverse backgrounds. Part 2 is an annotated bibliography of print resources. Part 3 is a list of individuals who are knowledgeable about the presented topic areas. (Contains 145 references.) (Author/CR)

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Addressing the Disproportionate Representation of Students from Racial and Ethnic Minority Groups in Special Education: A Resource Document

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Project FORUM at the National Association of State Directors of Special Education (NASDSE) is a contract funded by the Office of Special Education Programs of the U. S. Department of Education. The project carries out a variety of activities that provide information needed for program improvement, and promote the utilization of research data and other information for improving outcomes for students with disabilities. The project also provides technical assistance and information on emerging issues, and convenes small work groups to gather expert input, obtain feedback, and develop conceptual frameworks related to critical topics in special education.

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Abstract

The disproportionate representation of students from racial and ethnic minority groups in special education has troubled educators, researchers, parents, advocates, and the U.S. Department of Education (ED) for several decades. Disproportionate representation raises serious concerns about denial of access and opportunity to succeed within the educational system, and discrimination on the basis of race, color, and national origin. Misidentification, misclassification, and inappropriate placement of students that may result in disproportionate representation, as well as the provision of inadequate services, can have significant negative consequences for the students involved and the community at large.

The complexity of this issue requires an integrated and multifaceted effort to promote greater educational access, opportunity, and excellence for students from racial and ethnic minority groups who make up an increasing percentage of our school population. Efforts to address disproportionate representation should involve policy makers, administrators, teachers, assessment personnel, researchers, parents/families, advocates, students, and community representatives.

The dissemination of information aimed at preventing and correcting disproportionate representation is an important component of the efforts by ED's Office of Special Education Programs (OSEP) and Office for Civil Rights (OCR) to address this problem. In conjunction with OCR, Project FORUM at the National Association of State Directors of Special Education, a contract with OSEP, developed this document. The purpose of the document is to facilitate efforts to develop and implement equitable educational policies and procedures, and remedy discriminatory practices that lead to disproportionate representation. The document is intended to enhance the knowledge base of technical assistance (TA) providers to enable them to provide more effective TA and guidance to state and local education personnel who are addressing the problem of disproportionate representation.

The document consists of three parts. **Part 1** is a compilation of approaches that have the potential for effectively preventing and correcting disproportionate representation. These approaches emphasize the need to: make available strong academic programs that foster success for all students in both general and special education; develop methods for preventing students from experiencing academic or behavioral difficulties, identifying difficulties early, and problem solving when difficulties arise; implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement and re-evaluation; increase the involvement of parents/families and the community in the education of their children; and use a variety of community resources to enrich and expand effective educational programs. **Part 2** is an annotated bibliography of print resources, including information necessary for obtaining each resource. **Part 3** is a list of individuals who have had a variety of experiences with students from racial and ethnic minority groups and are knowledgeable about one or more of the main topic areas presented in this document. The bibliography and list of individuals are intended to be a sample of resources, not an exhaustive list.

ADDRESSING THE DISPROPORTIONATE REPRESENTATION OF STUDENTS FROM RACIAL AND ETHNIC MINORITY GROUPS IN SPECIAL EDUCATION: A RESOURCE DOCUMENT

Introduction

Overview

Educators, researchers, parents, advocates, and the U.S. Department of Education (ED) have long shared concerns about the disproportionate representation of students from racial and ethnic minority groups[1] in special education. These concerns have centered on identification, referral, evaluation, classification, and services. When students are inappropriately placed in special education programs and classes, they are unfairly denied the opportunity to succeed within the educational system. In addition to the resulting inequity regarding educational opportunity, the misidentification, misclassification, or inappropriate placement of students—or the failure to provide appropriate special education services to students who need them—raise serious concerns regarding discrimination on the basis of disability. The misidentification, misclassification, and disproportionate placement of students from racial and ethnic minority groups in special education raise serious concerns about discrimination on the basis of race, color, and national origin.

Federal Mandate to Address Disproportionate Representation

Within ED, concerns regarding students from racial and ethnic minority groups and special education are a focus for both the Office of Special Education Programs (OSEP), within the Office for Special Education and Rehabilitative Services (OSERS), and the Office for Civil Rights (OCR). OSEP has responsibility for administering the Individuals with Disabilities Education Act (IDEA)[2]. When the Education of All Handicapped Children Act (P.L. 94-142), the precursor to IDEA, was enacted in 1975, it reflected important concerns about: (1) the large number of students with disabilities who were either unserved or receiving services that did not meet their individual educational needs; and (2) students, particularly those from racial and ethnic minority groups, who were being misclassified and inappropriately placed in special education. The Federal statute and its implementing regulations contain a number of provisions, particularly in the area of evaluation and due process protections, that reflect these concerns.

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[1]In general, these concerns relate to a certain subset of students from racial and ethnic minority groups who, in addition to their minority status, also exhibit one or more of the following characteristics: poor academic performance in school; low scores on standardized achievement tests; an economically impoverished background; limited English proficiency; and/or socialization in an environment where the norms, values, and behaviors are significantly different from mainstream American culture.

[2]The IDEA includes the Part B program that establishes rights and protections for students with disabilities and their parents, and provides federal financial assistance to state and local education agencies to assist them in meeting the needs of students with disabilities. The IDEA also includes discretionary grant programs for research, demonstration and personnel preparation.

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OCR is responsible for enforcing Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA)[3], both of which prohibit discrimination against individuals with disabilities. The protections of Section 504 and the ADA also apply to individuals who are perceived as having a disability, but do not actually have a disability, such as students who have been misclassified for special education services. OCR also enforces Title VI of the Civil Rights Act of 1964 (Title VI) which prohibits discrimination on the basis of race, color and national origin.

Since its inception in 1967, OCR has been concerned about the disproportionate placement of students from racial and ethnic minority groups in special education programs and classes as a form of discrimination. To address this concern, OCR commissioned a study by the National Research Council (NRC) of the National Academy of Sciences that resulted in the report entitled *Placing Children in Special Education: A Strategy for Equity* (Heller, Holtzman, & Messick, 1982). The study provided a number of important insights into the problem, including the linkage between access to effective instruction in general education programs and placement in special education programs; the uses and misuses of testing and assessment for educational purposes; and the multiplicity of factors, many external to the child, affecting whether a child will be labeled mentally retarded.

Heller et al. (1982) also conducted an in-depth analysis of OCR's 1978 comprehensive survey[4] of elementary and secondary schools, and identified patterns of disproportionate placement of students from racial and ethnic minority groups in special education programs and classes. Both the 1992 OCR Compliance Report and current OCR cases document disproportionate representation as an ongoing national problem, with particular regions and states exhibiting greater problems (OCR, 1992). For example, in 1992 Black[5] students accounted for 16 percent of the total national student population, yet represented 32 percent of the students in programs designed for students with mild mental retardation, 29 percent of the students in programs designed for students with moderate mental retardation, and 24 percent of the students in programs designed for students with serious emotional disturbance. (See Appendix A for data table.) Robertson, Kushner, Starks, and Drescher (1994), who examined the 1992 OCR data, point to factors that may be related to these patterns (e.g., geographic location, number of students from racial and ethnic minority groups in the total school population and in the community at large).

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[3]Generally, the requirements of Title II, as they apply to elementary and secondary schools, are similar to the requirements of Section 504. Since Title II does not provide additional legal theories to, or different approaches from, those related to Section 504, this document refers to Section 504.

[4]The OCR survey is officially called the "Elementary & Secondary School Civil Rights Compliance Report" (Compliance Report).

[5]The term "Black" is used in the OCR Compliance Report and is therefore used to refer to these data. The term "African American" is used in the remainder of this document.

Impact of Disproportionate Representation

The misidentification, misclassification or inappropriate placement of students from racial and ethnic minority groups in special education programs and classes can have significant consequences. When students are removed from the general classroom and placed in a special education program for part or all of the school day, they often miss some or all of the core academic curriculum. Lack of access to the core curriculum can lead to lower levels of achievement, decreased likelihood of postsecondary education, and more limited employment opportunities (Blackorby & Wagner, 1996). These effects are not only detrimental to the individual's quality of life and prospects for social mobility, but have serious social and economic implications for our societal well-being (Yates, 1987).

If a student does not need special education services, but is nonetheless placed in special education, the student is unfairly being denied access to the opportunity to succeed, in violation of Section 504. If misplaced students are disproportionately from racial and ethnic minority groups, then they are disproportionately being denied access to the opportunity to succeed that is afforded students in the general education program. In addition to raising a Title VI concern, this raises questions about ethical obligations to provide educational opportunities for all students.

Additionally, students who do not belong in special education, or are receiving inappropriate services, may be stigmatized by virtue of their special education placement. For a student who is incorrectly classified as *mentally retarded*, the consequences can be profound. It could mean being placed in an isolated, separate class, with little or no access to the general education curriculum. For a student classified as *mentally retarded*, in contrast to a student classified as *learning disabled*, there may be an assumption that the student will not go on to college. The stigma of being labeled as being *mentally retarded* is also likely to adversely affect the student's own self perception and the perception of others, including family, peers, teachers and future employers. Similar negative consequences are likely for students classified as *seriously emotionally disturbed* or *behaviorally disordered*.

The complexity of this issue requires an integrated and multifaceted effort to promote greater educational access and excellence for students from racial and ethnic minority groups. Such an effort should involve policy makers, educators, researchers, parents, advocates, students and community representatives. The disproportionate representation of students from racial and ethnic minority groups in special education points to the need to:

- make available strong academic programs that foster success for all students in both general and special education;
- develop techniques and procedures for preventing students from experiencing academic or behavioral difficulties, identifying such difficulties early, and problem solving when such difficulties arise;

- implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement and re-evaluation;
- increase the involvement of parents/families and the community as a whole in the education of their children; and
- use a variety of community resources to enrich and expand effective educational programs.

OCR and OSEP Initiatives

Although national, state and local initiatives have been undertaken over the past two decades to address this critical civil rights problem, implementing effective solutions is an even greater challenge today in light of the increasingly diverse nature and educational needs of the school population. OCR and OSEP have continued to seek solutions by allocating additional resources to address disproportionate representation as a programmatic priority.

OCR has designated the disproportionate representation of students from racial and ethnic minority groups in special education[6] as a priority enforcement issue. In the past two years, OCR has conducted over one hundred compliance activities on aspects of this issue. There have been activities related to equal access to prereferral services and programs, and access to programs in general education settings. These compliance activities have focused primarily on students identified as having mild mental retardation, serious emotional disturbance, behavioral disorders, and learning disabilities.

Following are two examples from specific OCR compliance reviews where the disproportionate representation of African American students in the school district's special education programs raised concerns about racial discrimination.

> A school district had a significantly disproportionate number of African American students assigned to its special education programs. One of the district's schools offered a wide variety of prereferral intervention opportunities in the general education program before referring a student for special education evaluation. Another school in the district offered far fewer prereferral intervention opportunities. The first school reported no student referrals during the 1993-1994 school year, while the second school referred 23 percent of its African American students and 9 percent of its students who were not African American.

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[6]Issues concerning special education and national origin minority students who are limited English proficient (LEP)—both in terms of misclassification and denial of access to special education services—will be discussed in greater depth in a separate document, also an OSEP/OCR collaborative effort, specifically focusing on LEP students and special education. This document is currently in the development phase. However, the approaches discussed on the following pages are also applicable to LEP students and their families.

> Another school district had a significantly disproportionate number of African American students assigned to classes for students with mental retardation (MR). Although the state department of education's rules required that students classified as MR have an IQ of 70 or below, a review of a sample of student files indicated that 28 percent of the African American students in the sample were classified as MR, but had IQ scores over 70; only one White student in the sample was classified as MR and had an IQ over 70.

OCR has also provided additional guidance to its field staff regarding effective approaches to investigating various aspects of disproportionate representation and analyzing statistical data. In addition, OCR is working with representatives of state and local education agencies to develop and monitor resolution agreements based on OCR compliance activity findings. These agreements are aimed at identifying and correcting policies and procedures, that are not educationally necessary, that lead to the disproportionate representation of students from racial and ethnic minority groups in special education. OCR is also providing technical assistance and guidance to school districts on various aspects of the problem (e.g., prereferral, referral).

OSEP has funded initiatives designed to provide insight into issues concerning students from racial and ethnic minority groups and special education services, and to foster successful educational experiences for all students. OSEP's initiatives have played a critical role in advancing knowledge and understanding about how to more effectively address the issues involved. For example, Project FORUM at the National Association of State Directors of Special Education (NASDSE), an OSEP-funded contract, has conducted a variety of activities over the past four years to promote the use of research and information on this topic. These activities have included three policy forums with key stakeholders, and the issuance of seven publications on this topic[7].

An important component of both OCR and OSEP's efforts to address this problem is the dissemination of information aimed at *preventing and correcting* disproportionate representation. To this end, OCR and OSEP have supported the development of this resource document for state education agencies, local school districts, professional associations, beneficiary organizations, and OCR staff. Project FORUM has contributed staff resources and expertise, on OSEP's behalf, to assist in its development and dissemination.

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[7]Project FORUM is a contract funded by OSEP and located at NASDSE. Project FORUM carries out a variety of activities that provide information needed for program improvement and promote the utilization of research data and other information for improving outcomes for students with disabilities. The project also provides technical assistance and information on emerging issues and convenes small work groups to gather expert input, obtain feedback and develop conceptual frameworks related to critical topics in special education. For more information on publications related to this topic or others, contact Project FORUM at NASDSE, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314, (703) 519-3800 or via e-mail, eahearn@nasdse.org.

Purpose and Structure of this Document

This resource document was developed to:

- facilitate the efforts of educational policy makers, administrators, teachers, assessment personnel, and other education staff to develop and implement equitable educational policies and procedures and remedy discriminatory practices that lead to disproportionate representation; and

- enhance the knowledge base of OCR staff and other technical assistance (TA) providers to enable them to provide more effective TA and guidance to state and local education personnel who are addressing the problem of disproportionate representation.

This document has three parts. **Part 1** is a review of approaches that have potential for effectively preventing and addressing the disproportionate representation of students from racial and ethnic minority groups in special education. These approaches were gleaned from extant literature; Project FORUM's work in this area over the past several years (Harry, 1994; Lara, 1994; Project FORUM, 1993, 1994, 1995); and recommendations and mutually agreed upon remedies developed as part of resolution agreements between OCR and school districts in several states. The eight sections in **Part 1** represent the different levels at which efforts should be directed to address this problem. The sections are as follows:

1. Creating a Successful Educational Environment for All Students
2. Prereferral Problem Solving in the General Education Arena
3. Referral for Special Education Services
4. Assessment
5. Eligibility for Special Education Services
6. Provision of Special Education Services
7. Home-School-Community Interaction
8. Staff Development, Recruitment & Retention

Part 2 is an annotated bibliography of print resources, including information necessary for obtaining each resource. This bibliography is not exhaustive, but represents a sample of the resources available on the topics covered in each of the eight sections of the document.

Part 3 is a list of individuals who are knowledgeable about the issues presented in this document. The individuals included have had a variety of experiences with students from racial and ethnic minority groups and are well-versed in one or more of the main topic areas presented in this document. They have been nominated by their colleagues for inclusion on this resource list, and are not officially endorsed or recommended by NASDSE or OCR. As is the case with the resource list, this list of individuals is not intended to be exhaustive.

OCR and OSEP want to emphasize that the approaches outlined in this document are intended to serve only as a guide, not as a compliance checklist. These approaches should be modified, adapted and implemented in ways that meet the individual needs of states or local school districts as they seek effective ways to address these complex issues.

Part 1

Approaches for Preventing and Addressing Disproportionality

Creating a Successful Educational Environment for all Students

Overview

Demographic trends over the past 15-20 years have consistently indicated that the diversity of students entering the public schools is rapidly increasing. In the future, students will be more likely to come from varied racial, ethnic, cultural, and linguistic groups, and from lower socioeconomic backgrounds. This student population may be at increased risk for educational failure due to societal factors such as lack of health care, violence, and difficult family conditions (Hodgkinson, 1993). Data indicate that, as a group, students from racial and ethnic minority backgrounds are more likely to experience academic underachievement or failure, drop out of school (National Center for Education Statistics, 1996), and to be disproportionately placed in special education programs and classes (Office for Civil Rights, 1992).

Many of the variables influencing school readiness or academic performance are considered to be beyond the direct influence of educators (e.g., medical care, nutrition, family well-being). Consequently, attention has focused on the development of programs and supports in the community as well as in the school (e.g., early childhood and preschool programs, and programs designed to prevent school failure among school-age students at risk for educational failure). However, it is also necessary to review traditional educational practices by carefully examining factors that may exacerbate the difficulties of students who are considered to be at educational risk, identifying potential sources of conflict, and developing educational responses that support the academic success of all students who enter the system.

Meeting the educational needs of the increasing number of students from racial and ethnic minority backgrounds and students with diverse learning needs presents an enormous challenge for state education agencies and local school districts chiefly because the fiscal, material, and human resources to meet these needs are sometimes poorly allocated or used, severely limited, or often not available. Strong leadership is required to develop creative solutions for using these limited resources and identifying others in the local communities that may have traditionally been underutilized (e.g., parents/families, community members, and organizations that serve racially and ethnically diverse communities). These solutions must be comprehensive, and must simultaneously addresses the diverse learning needs of students and the varied staff development needs of educators. In some instances, leadership and commitment to providing appropriate educational services for all students will also be required to critically review the existing use of available resources; eliminate ineffective practices; and re-allocate available funds, personnel and materials toward more promising programs and activities.

Effective problem solving and prevention procedures should be in place to support the development of appropriate instructional or behavioral modifications and to assist educators in implementing them. Efforts to develop these modifications must reflect the complexity of the

teaching-learning process and result from an ecological model of assessment and intervention to ensure that educators can distinguish *differences* from *disabilities*. Moreover, strong leadership must be combined with meaningful family partnerships so that problem solving is culturally and socially responsive to family concerns, interests, and needs.

In addition to instructional reforms that occur at the classroom and school levels, administrative initiatives designed to facilitate these improvements also need to be developed and implemented. The development of a district-wide vision ensures that systemic concerns are addressed, and that necessary changes are systematically implemented and evaluated for their impact on the educational achievement of all students.

More effective data collection and monitoring systems to identify and investigate issues related to disproportionate representation are needed (Artiles & Trent, 1994). Despite federal, state and local efforts to collect relevant educational data, accurate information is not readily available to determine the incidence and prevalence of factors that influence the disproportionate representation of students from racial and ethnic minority groups in special education.

The need for reforming/restructuring our education system to address more effectively the learning needs of all students is a common theme in the literature and media. Although school reform efforts are most needed by students at risk for school failure due to learning and behavior problems, the communities that are most likely to be affected tend to be excluded from the ongoing dialogue on educational reform (e.g., racial and ethnic minority communities, and economically disadvantaged communities) (Jones, 1995). However, by recognizing and acknowledging the contribution of parents/families to the educational process, recent efforts have begun to engage these communities in the reform process (Jones, 1995; Moll, 1992).

Administrative Approaches

The approaches below address administrative policies, procedures, and strategies that contribute to meeting the instructional needs of students from racial and ethnic minority groups. Strong leadership is essential for such approaches to be effective.

- Adopt an approach to education that reflects a climate of shared responsibility for all students, sets high expectations for all students, focuses on the development of all students as successful learners, and prepares all students for success beyond school.

- Adopt an educational philosophy and policies that value and support the active participation of students and families in the educational process, including shared governance, collaboration with teachers, and opportunities for parents/families to engage in such activities.

- Disseminate to professionals, parents, community members and pertinent organizations information about the goals of school reform so that they may participate effectively in the development of new initiatives that aim to achieve both excellence and equity and in the revision of existing policies and procedures that may interfere with excellence and equity.

- Establish policy-making bodies that are comprised of community members that reflect the diversity of the student population and the community.

- Facilitate access for families with infants, toddlers and school-age children to effective social, medical, mental health and other support services when needed in order to support the well-being of families and their children's successful participation in school and society.

- Fund effective programs for children birth to five years, including day care, preschool programs, and parent education programs with federal, state and local monies.

- Guide schools in their efforts to provide equitable opportunities and enhance integration/social interactions across diverse student groups and communities.

- Review traditional responses to school failure (e.g., retention in grade) and eliminate those that research has shown to be least effective.

- Redefine the roles of staff to support a shared responsibility for all students. For example:

  - ➡ establish special educators as an integral part of the education community,
  - ➡ facilitate the formation of cooperative, collaborative and consultative relationships between special and general education teachers, and
  - ➡ promote a broader role for school psychologists and school social workers in determining the nature of academic and behavioral problems; such as collaborators and participants on problem-solving teams, data gatherers, and developers of instructional interventions and modifications.

- Develop staffing plans that assign the most resources and personnel to those schools and students who are at highest risk for educational failure.

- Increase the ability of teachers to design alternative instructional programs and create adaptive learning environments in the general classroom to meet diverse student needs. For example, provide resources to support and foster the use of a variety of curricular options and instructional strategies, and assist classroom teachers in selecting appropriate interventions for individual students.

- Coordinate the use of resources across categorically-funded programs to maximize benefit to students who may be receiving services from several programs and to prevent redundancy

or conflict. For example, coordinate Title I funds with special education funds and integrate these combined resources into the educational services provided in schools in low-income neighborhoods.

- Consider teacher-student ratios as one factor that can enhance teachers' capacity to provide instruction to students of varying ability and address the needs of students with academic and behavior difficulties.

- Provide incentives to attract and retain educators and support personnel who are trained to provide general and special education services to students from racial and ethnic minority groups, and are interested in working with diverse student populations.

- Provide staff development and professional growth opportunities for teachers and other staff to acquire the knowledge and skills related to effective academic, behavioral, and assessment approaches for students from racial and ethnic minority backgrounds.

- Establish and maintain data bases that facilitate record-keeping procedures to continuously monitor special education referral and enrollment data by race, ethnicity, language, disability, gender, age, and socioeconomic status.

- Use a systematic process to examine and interpret data in order to identify the specific factors associated with the disproportionate number of students from racial and ethnic minority groups receiving special education services.

- Coordinate school district data collection and monitoring efforts with those at the regional, state and national level.

Instructional Approaches

The approaches below represent effective general education instructional practices that are similar in kind to instructional approaches that have been found to be effective with students in general education classrooms receiving special education services (including those with mild mental retardation) and students receiving compensatory education in the general classroom.

- Generate instructional objectives for all students, including those with disabilities and those from racial and ethnic minority groups, that set a high level of expectation for all students.

- Align the curriculum across grades and subject areas to ensure an appropriate scope and sequence of instructional objectives, as well as to identify gaps and/or redundancies.

- Teach learning strategies, including the independent study behaviors needed for preparing assignments and taking tests, that correspond to the major demands of the curriculum (e.g.,

critical thinking, elaboration, organization) to enable students to gain knowledge of, and control over the cognitive processes that they use in learning new information.

- Translate instructional objectives into active learning experiences that present students with opportunities to use what they already know (e.g., basic skills, facts, experiences, and strategies for learning) and to make meaningful and valid connections between new subjects and advanced material with their existing knowledge structure.

- Use a variety of instructional strategies, learning activities, and emerging instructional technologies to ensure that students are actively engaged and have opportunities to learn in ways that are responsive to their own communication style, cognitive style, and aptitude (i.e., intellectual ability, prior knowledge, information processing, and academic motivation), as well as to develop/strengthen other approaches to learning.

- Incorporate objectives related to affective and personal development, including providing increased opportunities for high and low achievers to boost their self-image/self-esteem, develop positive self-attributes, and enhance their strengths/talents, thereby increasing their motivation to learn and achieve.

- Consider factors that influence the academic and social achievement of students from racial and ethnic minority groups when developing learning objectives and designing instructional activities (e.g., a student's culture, level of acculturation, and language skills), and facilitate comparable learning opportunities for students who differ in physical appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability.

- Teach, model, prompt and reinforce such social skills as respect and cross-cultural understanding; and provide ample opportunity for students to practice such skills.

- Facilitate positive student interactions by organizing learning in small, mixed-ability groups (e.g., cooperative learning groups) and by structuring lessons so that students have joint responsibility for shared goals as well as individual accountability for mastery of those goals.

- Maximize student achievement by using approaches that balance active/explicit teaching, direct instruction, and guided and supervised practice with approaches that foster student choice and active student engagement.

- Structure presentation of instruction to improve student information processing. For example, focus on clear, organized, systematic presentation of essential and meaningful information, with adequate repetition and review.

- Provide opportunity for students of all ages and abilities to respond to thought-provoking, divergent questions that require critical thinking and problem solving.

- Establish positive, interactive culturally-sensitive communication with students to prevent and manage problems (e.g., active listening and responding; willingness to learn from student; win-win conflict mediation/resolution) and minimize negative interactions with students (e.g., personal criticism, public reprimands, waiting too long to intervene, or blaming the wrong student for misbehavior).

- Foster a learning environment in which students acquire the skills to respond effectively to prejudice, discrimination or bias against themselves or against others.

- Implement a systematic program monitoring and evaluation procedure that uses data on a student's academic and behavioral performance/progress in the general classroom to set goals and plan future instruction.

- Evaluate commercial, widely-used, and teacher-prepared curricula for an appropriate match between student characteristics and the instructional program.

- Use a problem-solving methodology that incorporates multiple models of curriculum-based assessment to address questions related to academic performance and link assessment with instruction.

Prereferral[8] Problem Solving in the General Education Arena

Overview

Many students experience academic difficulty and/or demonstrate behavioral problems at some point in their school career; however, these problems do not necessarily stem from a disability. Such problems could be related to other factors including lack of educational opportunity, socioeconomic factors, inadequate experiences related to schooling, different learning styles, cultural or linguistic differences, and inappropriate curriculum and instructional approaches (Adelman, 1971; Cummins, 1984; García & Ortiz, 1988; Gickling & Thompson, 1985; Shepard et al., 1981). Students who are referred for special education services are more likely than not to be evaluated and receive these services (Algozzine, Christenson, & Ysseldyke, 1982; Foster, Ysseldyke, Casey, & Thurlow, 1984). Therefore, to avoid inappropriate referrals and misclassification, it is important to ensure that teachers are able to accurately distinguish students who need alternative general education strategies

[8]While frequently found in the professional literature, the terms "prereferral intervention" and "prereferral strategies" are controversial because of their association with special education and the implication that prereferral intervention precedes the special education referral process. Although other terms (e.g., instructional problem solving) are preferred by many, "prereferral" is used in this document because of the familiarity of the term, not to promote the erroneous notion that prereferral intervention is likely to be followed by a special education referral. Prereferral intervention should be the first step for students who are referred for special education services; however, not all students who receive prereferral intervention should be referred for special education services.

or additional educational support from students who have educationally relevant disabilities and are in need of special education services.

The concept of *educational risk* and the practice of labeling students *at risk* are often based on the assumption that specific characteristics (e.g., limited English proficiency, poverty, retention history) can be used effectively to identify students who are likely to experience difficulty and who might benefit from early intervention. While these factors may be statistically correlated with educational failure and/or difficulties, viewing them as the root causes of failure ignores the critical importance and complex nature of the teaching-learning process. The tendency to view educational risk as located *within* the child and/or family needs to be replaced by an understanding that instructional, classroom and school variables are potential contributors to academic risk, as well as academic success (García, Wilkinson, & Ortiz, 1995; Johnson, 1994).

The importance of emphasizing early prevention of school failure, versus the remediation of educational deficiencies, is well established in the literature (Artiles & Trent, 1994; Askamit, 1990; Samuda, 1989; Slavin et al., 1991). An educational philosophy and policies that emphasize prevention and early, intensive, and continuing intervention enable educators to identify difficulties early and implement interventions in a timely manner. Schools can respond to different learner characteristics through the use of appropriate instructional materials, curricular content and/or instructional strategies and programs that facilitate learning. These educational efforts help to keep students at risk for failure on an academic par with other students.

Studies suggest that ongoing use of problem solving in the general education arena results in fewer and more appropriate referrals to special education (Chalfant, Pysh, & Moultrie, 1979; Graden, Casey, & Bonstrom, 1985; Graden, Casey, & Christenson, 1985). The central assumption underlying early intervention is that students who are experiencing academic and/or behavioral difficulties should have opportunities to receive instruction in alternative ways, before it is presumed that the reasons for these difficulties are located within the child (i.e., stem from a disability). This represents a departure from the *medical model* toward a more *ecological approach* that recognizes the importance of the learning environment and its influence on the teaching-learning process. It is critical to distinguish between academic problems that result from student-related factors and those that may be the result of an inappropriate learning environment (Adelman, 1970; García & Ortiz, 1988; Heller, Holtzman, & Messick, 1982; Johnson, 1994). Prevention efforts should focus on creating a better match between students' instructional needs and characteristics, and the approaches that are used to promote learning.

In the case of students from racial and ethnic minority groups, there is evidence to suggest that high levels of achievement can be reached when the following occurs: schools develop collaborative relationships with their students, families, and racial and ethnic communities; there is shared responsibility among all educators for all students; and instructional programs are academically rich (Cummins, 1986; Hopfenberg et al., 1993; Stedman, 1987). In addition, the systematic implementation of problem solving in the general education arena may serve to reduce

the disproportionate representation of students from racial and ethnic minority groups identified for special education programs and services.

Several models exist for the implementation of prereferral problem solving (e.g., Teacher Assistance Teams, Student Assistance Programs, Child Study Teams). Researchers and practitioners recommend that this problem solving be a general education function, not the responsibility of special education personnel. Staff development is critical to the implementation of a successful prereferral problem solving program. Teachers and other school staff must be trained to use strategies that are known to be effective with diverse learners and to distinguish characteristics of a disability from behaviors that reflect family background differences (Ortiz & Polyzoi, 1986; Ortiz, 1992; Ortiz & Wilkinson, 1991).

Approaches to Prereferral Problem Solving

Procedural Considerations

- Develop written criteria and screening procedures for the early identification of students who demonstrate learning and/or behavioral difficulties that interfere with academic progress.

- Pinpoint the student's specific learning and/or behavioral difficulty rather than make a general statement. For example, replace a statement such as "student has trouble reading" with specifics such as "student has trouble reading multiple syllable words."

- Have all reviews conducted by a team of individuals who have knowledge of the student (e.g., classroom teacher, principal, the student's family, special education teacher, related services personnel, other individuals with expertise in addressing the identified problems).

- Develop procedures for determining if the student's difficulties are a reflection of life experiences (e.g., health problems, family difficulties); an educational history different than the student's classmates; a lack of pre-requisite skills; or curriculum and instruction that is not responsive to the student's racial, ethnic and cultural background.

- Make available a broad range of intervention strategies, alternative programs, and services (other than special education) that specifically address both academic needs and behavioral problems, are based on skills and information that the student already knows, and are appropriate for students from racial and ethnic minority groups.

- Develop strategies to address the student's academic and/or behavior problems in specific terms, such as:

  - ➡ demonstrate difficult tasks,
  - ➡ present the same information at a slower pace or in a different sequence,

- provide additional drill or practice sessions,
- use peer tutors, volunteers, or aides to work with the student individually,
- use a variety of culturally relevant textbooks and materials,
- use supplementary instructional techniques (e.g., calculators, audio recordings of textbooks, or computer-assisted instruction), and/or
- use visual organizers (e.g., overhead projector).

- Construct a written plan, with clearly defined goals and objectives, that identifies the strategies to be implemented and specifies time frames sufficient to allow for evaluation of the plan's effectiveness.

- Implement a system for evaluating the effects of the intervention plan that includes:

  - documentation of each classroom and instructional intervention implemented,
  - collection of data on the student's academic and behavioral progress during the period of time the intervention plan is in effect, and
  - discussion of factors that may have influenced the success or failure of the intervention plan (e.g., staffing, support, expectations, student and family characteristics, length of time).

- Revise written intervention plan based on evaluation information.

- Maintain written records of all students who are referred for screening and for whom an intervention plan is written that includes evaluation information outlined above.

Staff Support

- Draw on in-house general and special education staff expertise and resources for addressing class-wide as well as specific student problems and instructional goals.

- Develop support systems for educators that promote the acquisition and/or enhancement of knowledge and skills related to serving diverse student populations and accommodating different learning styles.

- Create opportunities for problem-solving teams to be formed and used for consultative, collaborative, and technical assistance purposes as a means of:

  - providing immediate assistance to teachers in solving mild learning and behavior problems in the classroom,
  - establishing long-term support for teachers in developing instructional programs and restructuring the learning environment to better accommodate the needs of low-achieving students,

- ➡ screening referrals for a comprehensive special education evaluation, and
- ➡ affirming the teacher's classroom expertise and establishing the teacher's primary role in resolving student needs.

- Provide adequate time for teachers and other school staff to engage in the reflective process that skilled problem solving requires (e.g., time to monitor the progress of individual interventions and develop the new skills necessary to implement interventions).

Family Involvement

- Provide information to families, using culturally and linguistically appropriate forms of communication, about the general education process and specific programs and procedures (e.g., early intervention and problem solving) so that they may be effective participants in this process.

- Involve families in discussions about their child's academic needs and behavior difficulties during the problem-solving process, seek input from families when selecting and implementing intervention plans, and document family involvement in these activities.

- Make available workshops and other opportunities for family members who want to learn to negotiate in an unknown school environment and collaborate with school personnel.

- Establish liaisons with community agencies to ensure family access to effective social, medical, mental health, and other support services when needed.

Referral for Special Education Services

Overview

Referral is a critical step in the special education process because it functions as the *gateway* to special education services. A key concern regarding identification of students who may need special education services is the *appropriateness* of the referral (Heller, Holtzman, & Messick, 1982). Once a student is referred for special education, there is a high probability that she or he will be assessed, meet eligibility criteria, and receive special education services (Algozzine et al., 1982; Foster et al., 1984). For this reason, it is important to ensure that referrals are appropriate and that other factors which might contribute to academic and/or behavioral difficulties have been ruled out as primary reasons for the difficulties.

Referral for special education assessment is initiated when a student's academic and/or behavioral difficulties persist in spite of a general education program that (1) uses appropriate curricular and instructional strategies, (2) modifies/adjusts the educational program to address the student's areas of difficulty, (3) includes ongoing communication with the student's parents/family,

and (4) reflects a learning environment that is responsive to students from racial and ethnic minority groups. A disproportionate representation of students from racial and ethnic minority groups receiving special education services may reflect a lack of adequate instruction as well as the school district's inability to address the myriad of learning styles and educational backgrounds that the student population brings into the classroom.

While the use of problem solving in the general education arena is designed to ensure that educational alternatives have been attempted and to validate the possible existence of a disability, it is possible that the process may be viewed as a hurdle or barrier to referring students. Such procedures are not intended to delay or prevent a referral when it can be established that the student will not benefit from the educational program without special education services. When a student's referral for a comprehensive individual assessment is accompanied by documentation of prereferral efforts and their results, this information provides assessment personnel and special educators with valuable data to assist in appropriately interpreting assessment results and in planning effective special education interventions should the child qualify for services. This information also enhances the ability of assessment personnel to distinguish differences from disabilities, and to design special education interventions that are responsive to the student's background.

A clearly articulated special education referral system, including specific criteria, implementation procedures, and evaluation procedures will increase the appropriateness of referrals of students from racial and ethnic minority groups for special education programs and services. Ongoing staff development is essential in order to ensure that the referral system reflects current educational research.

Approaches for Special Education Referral

- Develop written policies and procedures for determining which students should be referred for special education assessment, including who makes these determinations and guidelines for deciding when general education interventions have not been effective.

- Disseminate to all school staff written polices and procedures for referring a student for special education assessment.

- Provide ongoing staff development on the topic of referral for special education assessment, including issues related to racial, ethnic, cultural, and linguistic background.

- Substantiate that the academic or behavioral problem for which a student is referred is a consistent and pervasive one, reflective of a disability rather than a cultural difference, lack of English language proficiency, or economic disadvantage. This means that each referral must by accompanied by documentation that appropriate alternative educational strategies were attempted but did not significantly improve the student's performance and/or behavior.

- Encourage meaningful participation of families in the process of evaluating the reasons for referral and the decision to refer for special education assessment.

- Conduct on-going evaluations of the special education referral process at each school to:

  - ➡ monitor referral rates by teacher and by relevant demographic factors (e.g., race/ethnicity),
  - ➡ ensure that alternative general education strategies have been attempted for each student to address identified areas of difficulty, and
  - ➡ confirm that referral policies and procedures are properly and consistently implemented.

Assessment

Overview

Since the 1960s, research literature has documented educational and psychological concerns about the assessment and classification of students from racial and ethnic minority groups for special education services. These concerns persist despite IDEA and Section 504 requirements regarding nondiscriminatory evaluation and placement procedures. (For a description of the Section 504 requirements, see Appendix B.) In order to ensure that students from racial and ethnic minority groups are not misclassified or inappropriately placed in special education programs and classes, it is critical that tests and other assessment procedures[9] not be misused when evaluating students.

The use of tests and other assessment procedures must be consistent with the requirements of Section 504, the IDEA, and Title VI of the Civil Rights Act of 1964 (Title VI) when making decisions regarding the possible placement of students from racial and ethnic minority groups in special education programs and classes. The IDEA and Section 504 regulations include a number of requirements that are designed to ensure fair, nondiscriminatory use of tests. Among those requirements are: placement decisions must be based on evaluation information about the student that comes from a variety of sources, decisions must be based on more than a single test, tests must be validated for the specific purpose for which they are used, and placement decisions must be made by a team whose members understand the meaning of the evaluation information. Under Title VI, when conducting an investigation involving allegations of possible discriminatory testing, OCR looks at evidence under two separate legal theories of discrimination—*different treatment* and *disparate impact*. (See Appendix B for a discussion of these theories.)

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[9]The phrase "tests and other assessment procedures" includes, but is not limited to, assessment tests, instruments, procedures, techniques, and materials of both a general and specific diagnostic nature.

A test or assessment procedure that is used to determine the possible placement of students in special education must be valid and reliable, under professionally accepted standards, for the purpose for which it is used. A test or assessment procedure is valid when it measures the construct (characteristic, property, skill, ability, capacity, or behavior) it was intended to measure; it is administered in a correct and appropriate manner (i.e., with regard to setting, procedure, and qualifications of the test-giver); and the inferences drawn from the resulting data are appropriate and accurate. Reliability is the degree to which the results of an assessment are dependable and consistently measure student knowledge and/or skills. Reliability is an indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing (CRESST, 1996). An unreliable assessment cannot be valid.

Potentially discriminatory practices that occur as part of the evaluation process typically involve, but are not limited to, the selection and administration of the assessment instrument, interpretation of the results, and decision making based on those results (Ysseldyke, 1979). The task of conducting an appropriate evaluation is often further complicated by the lack of culturally and linguistically appropriate materials, and the shortage of personnel adequately trained to conduct such assessments and interpret the results.

There has been considerable controversy around the use of intelligence tests for assessment/placement purposes, particularly for students from racial and ethnic minority groups. In fact, much of the acrimonious debate related to the disproportionate representation of students from racial and ethnic minority groups in special education has concerned reliance on allegedly biased intelligence tests (Reschly, 1991). Many school districts still rely on standardized IQ tests as a primary assessment instrument and place considerable emphasis on the full scale IQ score in making assessment/placement decisions. Several federal court cases have directly addressed the use of IQ tests for placing students in special education classes. [See e.g., Larry P. v. Riles, 495 F. Supp. 926 (N.D. Cal. 1979), aff'd, 793 F.2d 969 (9th Cir. 1984); and Parents in Action on Special Ed. v. Hannon, 506 F. Supp. 831 (N.D. Ill. 1980).]

There is consensus among testing experts that multiple assessment measures and a broad data base of student information is essential for making a valid diagnosis or placement decision. Overreliance on IQ scores also is inconsistent with the IDEA and Section 504, and contrary to sound educational practices, which require that a variety of assessment instruments/techniques be used to gather a wide range of information about the student when making placement decisions. The usefulness of IQ tests for the purpose of classification has been challenged. For example, in defining specific learning disabilities, most policy guidelines include the presence of a significant discrepancy between a child's IQ test score and achievement test scores (Board on Testing and Assessment, 1996). However, there is growing evidence challenging the empirical validity of diagnosing specific learning disabilities on the basis of this discrepancy (Board on Testing and Assessment, 1996).

Recent trends in assessment indicate a departure from standardized norm-referenced approaches[10] and a movement towards using approaches that link assessment with instruction (NCREL, ESS, & CRESST, 1991). Many school districts have begun to use alternative assessment approaches, with a focus on assessment that is functional, multi-dimensional, and multi-disciplinary. Examples of alternative assessment include demonstrations, written and oral responses, journals, portfolios, and test-teach-retest procedures. Currently, emphasis also is being placed on the use of criterion-referenced tests.[11]

When used in conjunction with formal assessments, alternative assessment approaches have the potential to gather data from a broader perspective and sources, and to provide information that improves our ability to distinguish differences from disabilities. Alternative assessments can serve to either validate or question the results of standardized assessments. It should be noted that research on alternative assessments is still in its infancy. There must be empirical studies that address the validity and reliability of alternative assessment instruments that are used to make placement decisions.

Approaches for Assessment

Policies and Procedures

- Monitor assessment procedures to determine if students are being classified as having a disability who should not be (false positive placement) or are not being classified as having a disability when they should be (false negative).

- Support systematic, ongoing, individualized assessment of educational needs, behavior, and functional abilities of students that reflect a dynamic and multidimensional view of intelligence and the learning process.

- Ensure that assessment personnel responsible for evaluating students from racial and ethnic minority groups possess the knowledge and skills to conduct an appropriate assessment.

Student Information

- Obtain a variety of educationally-relevant information, from as many sources as appropriate, when conducting an assessment and making assessment-related decisions. The sources might include, but are not limited to, the following:

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[10]Norm-referenced assessment: An assessment where student performance or performances are compared to a larger group; usually, the larger group or "norm group" is a national sample representing a wide cross-section of students (CRESST, 1996).

[11]Criterion-referenced test: A measurement of achievement of specific criteria or skills in terms of absolute levels of mastery, with the focus on performance of an individual as measured against a standard or criteria rather than against performance of others who take the same test (NCREL, ESS, & CRESST, 1991).

- school records and other relevant school documents;
- parents/families;
- a variety of professionals who have worked with the student (e.g., classroom teacher, counselor, school psychologist, compensatory education teacher, principal, social services staff, mental health workers);
- medical and developmental records;
- previous assessment reports;
- observations of the student in a variety of settings, engaged in a variety of tasks; and
- student products and work samples.

The type of information might include, but is not limited to, the following:

- evidence and/or indicators of intellectual potential and ability;
- achievement data;
- adaptive behavior data;
- sensory-motor data;
- socio-cultural data that can be used to make appropriate assessment decisions and interpret assessment results;
- language development data; and
- evidence of the student's ability to learn new things at home, with peers, and in community settings.

Instruments, Materials and Procedures

- Review and monitor assessment procedures to ensure that materials, tests and other assessment instruments are selected and administered in a manner that is non-discriminatory in its impact on students from racial and ethnic minority groups.

- Develop and use specific, measurable, instructionally-based standards and criteria to assess students' academic achievement and behavioral problems.

- Use instruments, materials and procedures that place assessment in a broad educational and instructional context by focusing on a student's cognitive abilities and learning potential from an ecological ("whole child") perspective. This includes taking into consideration:

  - the total environment in which the student functions (e.g., school, home, community, peer groups) and his/her ability to learn in each of these environments;
  - the student's knowledge base, capacity, learning style, motivational patterns, cultural background, family condition;
  - the student's performance in comparison with his/her classmates who are similar in life experiences, age, racial and ethnic background, and opportunity to learn; and

- Assess the student's learning environment by examining the instructional process, organizational support, teaching behaviors, and the context and conditions under which student behaviors are observed, taught, and required.

Assessment Teams

- Make use of the collective expertise of multi disciplinary teams in a collaborative and consultative manner to select and use data-gathering techniques in a non-discriminatory fashion, identify and control sources of bias, and interpret a variety of assessment data.

- Include on assessment teams individuals who:

  - ➡ understand the cognitive, perceptual, and social behaviors of students from racial and ethnic minority groups;
  - ➡ display a responsive interaction style toward these students and their families;
  - ➡ use assessment procedures effectively as a means of optimally assessing these students; and
  - ➡ understand the immediate and long-term impact on students, families, and teachers of incorrectly identifying a student as *disabled* who does not have a disability.

- Recognize the important role that classroom teachers play in the day-to-day implementation of assessment team decisions, by:

  - ➡ expanding the role of teachers in the team assessment process,
  - ➡ enabling teachers to assess students in the context of daily classroom activities, and
  - ➡ providing ongoing support to teachers for assessment-related activities.

- Improve the team decision-making process by providing ongoing staff development related to:

  - ➡ the strengths and limitations of standardized assessment instruments when used with students from racial and ethnic minority groups;
  - ➡ alternative methods of assessment to supplement standardized tests;
  - ➡ the use of interpreters during the assessment and data gathering process;
  - ➡ the nature, extent, and causes of diagnostic errors;
  - ➡ the effect that the attitudes, beliefs, and expectations of assessors from different racial and ethnic backgrounds may have on students;
  - ➡ the effect that family and home situations, cultural factors, and the student's current school experiences may have on school performance and assessment results;
  - ➡ effective team decision making;
  - ➡ participation of parents/families in the team decision-making process; and
  - ➡ explaining assessment results to parents/families.

Eligibility for Special Education Services

Overview

Accurate interpretation of information gathered during the assessment process is a critical step in ensuring that decisions regarding eligibility for special education services are appropriate. Provided that the prereferral intervention and special education assessment were conducted appropriately, the assessment team should possess extensive information to assist with distinguishing racial and ethnic differences from disabilities, or to establish that a disability exists concurrent with the student's differences. The determination of *eligibility* is a formal finding based on provisions in the federal and state laws and regulations.

Assumptions about the presence of a disability could be made inappropriately. For example, a student's test scores may reflect a learning disability, even though the student's low achievement is the result of inadequate or inappropriate instruction. Even when well-intentioned, declaring a student eligible for services in the absence of a disability is pedagogically inappropriate and unethical, as well as a violation of the student's civil and educational rights. This is true even if the intention is to provide individual attention, individualized educational planning, or lower teacher-student ratios common in special education settings.

Inappropriate referral and assessment procedures may result in a disproportionate number of students from racial and ethnic minority groups being incorrectly determined as eligible for special education services (Algozzine et al., 1982; Foster et al., 1984). For this reason, referral, assessment and eligibility determination are inextricably linked. As is true for all students receiving special education, students from racial and ethnic minority groups who are legitimately receiving special education services must be re-evaluated on a regular basis to determine if they are receiving an appropriate program of educational services and to determine whether they continue to be eligible for special education services.

Approaches for Determining Eligibility

- Establish guidelines for interpretation of assessment data that are consistent with legal requirements.

- Base eligibility decisions on assessment data and procedures that are sensitive to the student's racial and ethnic background, reflect the student's performance in a variety of settings and across tasks, describe the student's educational strengths and needs, and take into consideration any conditions during test administration that may have adversely affected student performance.

- Involve parents/families in the eligibility and decision-making process in ways that are sensitive to the family's cultural background.

- Include in eligibility decisions personnel who understand how racial, ethnic and other factors influence student performance and who are able to interpret data and contribute to decisions in ways that make those decisions more appropriate to a student's past educational experiences and current needs.

- Review student progress and the use of special education instructional strategies periodically and systematically to determine if the student is receiving special education services appropriate to his/her educational needs.

- Establish firm standards against which to judge a student's progress and readiness for exit from special education (exit criteria) and ensure that these standards are delineated at the time services are initiated. (This is not to ignore the fact that students with severe disabilities may require long-term special education services.)

Provision of Special Education Services

Overview

Special education has often been associated with a *place* where a student goes, rather than a *set of services* provided to support the student's educational progress. In order to meet the individual needs of students and maximize educational progress, special education must be viewed as an array of services, ranging from periodic consultation with the classroom teacher about instructional or behavioral modifications to a separate educational program for the student with significant and multiple disabilities. The special education services provided to a student should be linked to, and an outgrowth of, the assessment process—a process that is reflective of the student's unique background (e.g., race, ethnicity, language, culture).

If a student is found to be eligible for the receipt of special education and/or related services, and such services commence, an educational plan[12] must be written prior to the initiation of services, and student progress monitored on an ongoing basis. This plan outlines the services a student receives, goals and objectives, and persons responsible for implementation of the plan. Educational plans and student progress must be reviewed, and re-evaluation conducted in accordance with applicable federal regulations (i.e., IDEA, Section 504).

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[12]The educational plan may be the Individualized Education Program (IEP), the Individualized Family Service Plan (IFSP), or the Individualized Transition Plan (ITP) required by the IDEA or a plan based on Section 504. A plan that meets the requirements of the IDEA also fulfills the requirements of Section 504 for determining an appropriate education for a student with a disability.

One significant aspect of an appropriate education plan for students with disabilities from racial and ethnic minority groups, as is the case for all students with disabilities, relates to the provision of services in the least restrictive environment (LRE). Under the IDEA and Section 504, the LRE requirement mandates that a student with disabilities be educated with non-disabled students to the maximum extent appropriate to the educational needs of that student. Students with disabilities cannot be removed from general education classes and placed in separate special education settings unless it is explicitly determined that the general education setting is not appropriate even with supplemental aids and services. Effective implementation of the LRE provision has the potential for eliminating or significantly reducing the segregation of students with disabilities from racial and ethnic minority groups in special education programs/classes, especially those perceived as stigmatizing environments.

The movement towards including more students with disabilities in general education settings has resulted in a re-conceptualization of the provision of special education services. There is increased emphasis on strengthening and supporting general education settings for students with disabilities by incorporating specially-trained personnel and support services into general education classrooms (CEC, 1993). Including students with disabilities in general education settings challenges the existence of general education and special education as parallel but separate systems of service delivery, and highlights the need to create a unified, integrated educational system for all students. The focus on a unified system, however, does not, and should not preclude the availability of an array of special services and personnel. A unified system can provide flexible alternatives for students who need them so that the level and intensity of support(s) provided are directly determined by the individual learning needs of the students.

Special education "should be able to produce significant and meaningful change in students' cognitive and academic functioning" (Hilliard, 1992). However, it has been shown that, three years following provision of special education services, some students tend to score lower on tests of verbal IQ and their achievement test scores do not reflect expected progress (Wilkinson & Ortiz, 1986). Along with the provision of special education services comes the responsibility to monitor student progress and outcomes on a continuous basis (Cannon, Idol, & West, 1992; Smith & Micra, 1992) for all students. If a student is not making adequate progress, it is important to consider the appropriateness of the interventions and instructional environment, as well as the use of alternative strategies that may be more responsive to that student's racial, ethnic, cultural and dialectical background. Without these considerations, it is possible that unsatisfactory progress may be inappropriately attributed to the student's disability, and a decision to increase time in a special education program, rather than alter the learning environment or special education services, may result (Wilkinson & Ortiz, 1986).

A major study found that special education services have not resulted in positive long-term outcomes for students with disabilities, and students from racial and ethnic minority groups often had poorer outcomes than other students (Wagner, Dimmock, Marder, Newman, & Blackorby, 1992). Youth with disabilities dropped out of secondary school at a higher rate than their peers in

the general school population, and the receipt of a diploma or equivalency certificate at a later point was much less common for youth with disabilities. Students with disabilities from minority and non-minority groups dropped out at similar rates, and all youth with disabilities (compared to nondisabled youth) had disheartening rates of post-secondary employment. Race and ethnicity was a factor in relation to the latter—students with disabilities from non-minority groups had greater success in employment three to five years after secondary school than their African American and Hispanic peers with disabilities (Blackorby & Wagner, 1996). Regardless of race and ethnicity, youth with disabilities had a lower enrollment rate in post-secondary schools than did youth in the general population (Blackorby & Wagner, 1996).

Approaches for the Provision of Special Education Services

- Use assessment data as a minimal indicator of what the student is capable of (strengths) and as a guide/map that reflects necessary services rather than expectations for student performance.

- Base instructional goals and objectives on assessment data that are appropriate to the student's background, as well as his/her learning needs.

- Obtain and incorporate input from parents/families on educational planning to ensure that service delivery and goals/objectives are sensitive to the background of the student.

- Make available a wide array of curricular options, instructional strategies, and support services for students with different types of disabilities and degrees of severity to ensure that they are served in the least restrictive environment in ways that are responsive to their background.

- Provide special education consultative assistance to general education classroom teachers responsible for students with disabilities to assist them in accommodating student needs by developing instructional programs, restructuring the learning environment, and addressing cultural considerations.

- Ensure that special education service decisions and program placements are open ended and allow for a student who has met the criteria to experience different program or setting options, transition to another service level, or re-enter the general education program.

- Provide information to parents/families and students (when appropriate) concerning program choices and the implications of these choices at critical transition points.

- Monitor, frequently and extensively, both instruction provided to students with disabilities and their progress relative to the general education curriculum.

- Re-evaluate those students who receive services in a separate or isolated setting to ensure that they are receiving appropriate services in the least restrictive environment.

- Develop and implement transition plans in collaboration with students and their families to ensure successful transitions beyond school in ways that honor the preferences of the student and family, and recognize culturally diverse perspectives about disability, as well as family relationships, and roles and responsibilities (e.g., orientations toward independence vs. interdependence).

Home-School-Community Interaction

Overview

A key factor in the formula for raising academic achievement for all students is the active involvement of parents/families in the educational process (Aronson, 1996; Fowler & Corley, 1996). In the case of students from racial and ethnic minority groups, schools have not always been successful in achieving high levels of parent/family involvement, particularly for families from low income backgrounds and for those who speak languages other than English or English dialects at home (Banks & McGee Banks, 1993; Cummins, 1986; Harry, 1992a).

In regard to students with disabilities, the IDEA mandates parental involvement in educational program planning. However, studies have shown that the involvement of parents from racial and ethnic minority groups is often quite limited and passive (Harry, Allen, & McLaughlin, 1995; Marion, 1979). For example, parents may sign an IEP developed by others or be silent at a multidisciplinary meeting convened to develop the IEP.

Sometimes low levels of parent/family participation—often measured by lack of attendance at school events or silence at a formal meeting—have been inaccurately interpreted as indifference to education or to their children's success in school. As a result, such parents tend to be viewed as part of the problem, rather than as key partners in developing solutions (Hopfenberg et al., 1993).

The popular definition of *parental involvement* has two components, *support* and *active participation* (Vandegrift & Greene, 1992). Rather than limiting the concept of involvement to active roles (e.g., helping with school-related activities, volunteering in classrooms, and attending PTA meetings), it might be more useful to view the two components—support and participation—each as a separate continuum of involvement (Vandegrift & Greene, 1992). For example, strong family support for education may be present without active parent participation at school.

Schools and families may have very different expectations and notions of the nature and amount of parental/family involvement. For instance, some families from racial and ethnic minority

groups, particularly immigrant families, may not be aware of the roles and responsibilities expected of them in the public schools. It may be helpful to begin by establishing a shared understanding of various aspects of parental involvement (Aronson, 1996) so that families can be aware of the many ways they can support and participate in the education of their children.

In some instances, the concept of *family* may need to be broadened to include family members beyond the nuclear family who are involved in the daily childrearing routines and traditions in the community (Briscoe, 1991). Educators need to understand culturally diverse family networks and childrearing traditions so that they can successfully interact with family members and ensure the participation of those individuals who have responsibility for decision making about the children in the family (Lynch & Hanson, 1992).

It should also be noted that parents/family members who have limited formal education or who have had negative experiences in school may not be motivated to interact with school personnel and/or may not view themselves as possessing the skills to contribute to their children's education. These feelings of inadequacy can be easily exacerbated by asking parents/families to support their children in very specific ways that assume certain knowledge or skills.

On the other hand, when parents/families are invited to share their 'funds of knowledge' (Moll, 1992) with classrooms and teachers, they are much more likely to participate and to view themselves more positively as partners in the educational process. Moreover, when teachers develop ways to offer parents/families choices which include activities that are matched to parents'/families' interests and abilities, it is more likely that they will be empowered and their participation will produce positive outcomes (Tizard, Schofield & Hewison, 1982). Schools that have been successful at raising achievement of students from racial and ethnic minority groups tend to be those in which parents/families actively participate in a variety of roles, including shared governance (Stedman, 1987).

In addition to the larger and more diverse roles for parents/families, the active involvement of community representatives, organizations, and others interested in improving the educational process and addressing the civil rights issues related to disproportionality is critical to helping schools understand and address the needs of students from racial and ethnic minority groups more effectively. Building cooperative, collaborative, and culturally sensitive relationships with advocates, organizations, and others representing the racial, ethnic, and cultural composition of the school and community is key to promoting meaningful participation in educational decision making.

Approaches for Promoting Home-School-Community Interaction

Policies and Procedures

- Increase the specificity and clarity of district policies aimed at empowering and involving parents/families, especially from racial and ethnic minority groups.

- Adopt policies that promote the active meaningful participation of students and families in the educational process, including shared governance and collaboration with teachers; for example:

  - ➡ require that parents (and students, when appropriate) be represented on planning committees and task forces, and that parent representation reflects the diversity of the community, and

  - ➡ offer school staff flexible hours and/or comp time in order to facilitate parents'/families' availability for meetings, conferences, presentations, etc.

- Ensure that the school atmosphere is open and welcoming, and that school staff are accessible when parents/families and community members visit.

- Create a variety of options for parents/families to support the educational process that are sensitive to the level of commitment, willingness, and ability of the individual parent/family, and respectful of the child rearing traditions and family patterns that are unique to each racial, ethnic, cultural group represented in the school or district.

- Support parent-to-parent advocacy activities through existing opportunities, such as Title I liaison activities in individual schools.

- Identify obstacles that result in low rates of parent/family involvement (e.g., lack of transportation, lack of child care, language differences) and develop strategies to overcome identified obstacles.

- Transform schools into resource centers which offer an array of services to the community (e.g., adult literacy and parenting classes, job skill training).

- Promote proactive contact and partnerships with community service agencies, churches, and cultural organizations (e.g., La Raza, Mexican American Legal Defense and Educational Fund [MALDEF], National Association for the Advancement of Colored People [NAACP], and the Urban League) that empower parents/families and support their involvement in the educational process.

- Invite parents/families and community leaders, who represent the diversity of the school community, to be part of school policy-making advisory committees.

- Communicate with parents/families in ways that convey respect, support and appreciation for cultural differences.

- Recruit parents as tutors, instructional assistants or family liaisons as a means of promoting greater parent/family and community involvement.

- Translate documents and messages to facilitate communication with parent/families who do not communicate easily in English.

- Support advocacy by administrative personnel (including program directors, principals, and curriculum specialists) of parent/family involvement.

Staff Roles

- Communicate with parents/families in a positive and respectful manner by:

  - ➡ using communication styles that are culturally and linguistically appropriate;
  - ➡ being sensitive to bilingualism and the differences in dialect, syntax and speech patterns used by some cultural groups;
  - ➡ using clear, concise, jargon-free language; and
  - ➡ explaining acronyms for tests, classification codes, etc.

- Develop alternative means of communicating (e.g., telephone calls, home visits, use of community liaisons and family advocates) with parents/families who are "hard-to-reach" or will not benefit from written notices (in any language) due to their limited formal education or other unique cultural factors.

- Provide parents/families with information about how they can and are expected to support and be involved in their child's education since schools cannot take for granted that there is a shared understanding on this matter.

- Recognize that it may first be necessary to build trust and confidence with parents/families who have had negative experiences during their own schooling.

- Schedule student-specific school activities (e.g., conferences, meetings, presentations) around the availability of the student's parents/family members.

- Make pre-arranged (initial and follow-up) home visits with parents/families, where possible, in order to build rapport and establish effective communication, exchange information

informally, solicit input in making programmatic changes, and promote parent/family involvement in school-related meetings/activities.

- Identify cultural and linguistic strengths of families that can be incorporated into school activities in ways that concurrently increase parent/family participation and provide for incorporation of cultural and linguistic diversity in the curriculum.

- Facilitate parent/family involvement in the special education process by:

  - ➡ providing information on parental rights, system polices and procedures, and options for participation in the general education program;
  - ➡ informing parents/families, in advance, of particular issues on which their opinion is valued and needed at meetings (e.g., IEP meetings, annual review meetings);
  - ➡ allocating more time at meetings to allow parents/families to ask questions of and express concerns to all committee members;
  - ➡ including on meeting agenda a parent/family report on the child's progress and needs; and
  - ➡ inviting parents/families to talk about the educational plan and obtain further clarification before signing it, so as to ensure informed consent.

- Provide parents/families information about community services that will help support the health and well-being of their children and all family members.

Staff Development

- Enhance the ability of school staff (administrators, teachers, administrators and support staff) to establish positive relationships with parents/families by providing effective and ongoing staff development in this area.

- Provide staff development that promotes a greater understanding of the diverse cultural contexts in which children from racial and ethnic minority groups are raised, particularly in relation to learning, academic achievement, formal schooling, disabilities and special learning needs, child rearing, and family/school relationships.

- Inform school staff about factors that influence (at collective and individual levels) the social, academic, and overall psychological adjustment of immigrant, refugee, and other minority students (e.g., cultural, racial and ethnic background, experiences in the United States, and types of interactions between minority communities and the dominant culture).

- Disseminate recent research findings concerning the nature and range of cultural beliefs, values, expectations, and involvement in the educational process of parents/families from racial and ethnic minority groups.

Staff Development, Recruitment & Retention

Overview

The increasingly diverse student population, particularly in many large urban school districts, points to the need for teachers and other school personnel to be adequately trained to educate students from different backgrounds. Student diversity requires educators to be responsive to cultural beliefs, values, behaviors, and expectations that may be very different from the dominant culture in the United States (Ogbu, 1992; Ogbu, 1994). Even as the diversity among the student population steadily increases, demographic trends reveal that the number of culturally and linguistically diverse professionals in special education has been decreasing (Wald, 1996). Personnel preparation programs must consequently focus on broadening the knowledge base of all educators—enlarging their "tool box" of skills, and helping them to better relate with and educate students from racial and ethnic minority groups. These efforts are needed both at the preservice and inservice levels.

Institutions of higher education must examine their existing teacher preparation programs to ensure that graduates are adequately prepared to work in schools with diverse populations. Concurrently, education agencies at the local, intermediate, and state levels must set similar goals for staff development. Staff development is particularly critical since veteran staff outnumber beginning-level practitioners in the field. In 1991, only 22 percent of teachers had received their highest college degree within the previous five years (NEA, 1992).

The literature on staff development to enhance educators' knowledge and skills related to student diversity is extensive (e.g., Baker, 1983; Burstein & Cabello, 1989; Ewing, 1995; Ford, 1992; Garcia, 1994, 1995; Gay, 1993; Lynch & Hanson, 1992; Zeichner, 1993). In general, recommendations for professional development address the following need areas: knowledge about cultural and linguistic diversity; attitudes toward diversity, including acceptance of diverse groups and awareness of one's own values and perspectives; use of cross-cultural communication skills with students, families and communities; and ability to develop, utilize, and evaluate multicultural curricula and interventions (Sleeter, 1992). In view of the data regarding current rates of underachievement and school failure for students from racial and ethnic minority groups, and the resulting focus on school reform to address these problems, it is critical that school personnel be provided with adequate staff development to ensure that reform efforts are implemented successfully.

Along with effective staff development designed to enhance the knowledge and skills of existing personnel, school districts must actively engage in recruitment and retention efforts designed to increase the number of educators who have had course work focusing on and experience working with diverse student populations. This includes accurately representing the diversity of the student population during recruitment, and focusing on issues of student diversity during the

interview process. Special efforts may have to be directed at attracting and retaining school staff from diverse backgrounds.

Approaches for Staff Development

Critical Knowledge Base

Preservice and inservice education for all school personnel (teachers, administrators, assessors, counselors, paraprofessionals) should enhance the ability of personnel to:

- Understand the educational, socio-linguistic, cultural, and economic characteristics of students and families from racial and ethnic minority groups, and the cultural variance that exists within racial and ethnic groups.
- Demonstrate sensitivity to the unique learning styles, value systems, life styles, interpersonal communication patterns, and social behaviors of students and families from racial and ethnic minority backgrounds, including attitudes about education and disabilities.
- Develop a multicultural learning environment that stimulates successful educational experiences for students from racial and ethnic minority groups.
- View students' academic difficulties as capable of being eliminated or reduced through the use of effective and appropriate instructional approaches in the general classroom.
- Engage in culturally-sensitive behavior management strategies that are equitable and promote a positive school climate.
- Examine the purposes and goals of assessment, and use assessment procedures that link assessment to instruction.
- Observe students' work and learning styles and draw on a diverse repertoire of instructions and strategies for providing supportive educational experiences.
- Encourage activities that eliminate barriers (e.g., prejudice, discrimination) to understanding and communicating with students, families and other personnel from racial and ethnic minority groups.
- Recognize the historical and contemporary contributions and experiences of persons from racial and ethnic minority groups.

- Utilize models of collaborative staff problem solving and decision making for promoting student success, including effective team assessment procedures for diverse student populations.

- Promote and enhance partnerships with families from racial and ethnic minority groups and their communities, including involvement in school-related activities and meetings.

- Refer individuals to community services that will assist families from racial and ethnic minority groups.

- Tap sources of knowledge in the community (e.g., parents/families, other adults, agencies) that can be used as teaching and learning resources in the school and classroom.

Implementation of Staff Development

Characteristics of staff development activities that are likely to be more effective in promoting professional growth and improving student outcomes include:

- In-depth support for the development of new knowledge, and opportunities for participants to practice newly-acquired knowledge and skills through follow-up staff development and feedback.

- Activities which are sustained over time and which include ongoing, in-class modeling and feedback.

- Field experiences that are interdisciplinary in nature and designed to promote collaboration.

- Opportunities for staff to reflect critically on their skills, make more informed pedagogical and instructional decisions, and develop new methods of instruction through systematic manipulation and integration of different approaches (e.g., by developing and sharing portfolios of their instructional and assessment practices).

- Opportunities for school staff to get a better understanding of how their peers support the educational success of students.

- Needs assessment procedures that include input from school staff about inservice needs in order to develop shared responsibility and commitment to professional growth.

- Self-reflective activities that assist school staff to deal with issues of racial, ethnic and cultural diversity at the personal level (e.g., think about their own values, attitudes, perceptions, stereotypes, and academic/behavioral expectations of diverse learners).

- Learning opportunities which allow for immersion in real-life community experiences (e.g., working directly with a family from a different background in the family's cultural milieu).

Approaches for Recruitment and Retention

- Address issues of student diversity during the recruitment and interview process to make it clear to applicants that the school/district intends to meet the educational needs of students from all racial and ethnic backgrounds, and ascertain whether the applicant is supportive of the school's/district's policy.

- Recruit individuals who can contribute to the educational development of students from racial and ethnic minority groups and who have a genuine appreciation for the valuable repertoire of experiences that these students bring to school.

- Promote greater involvement of staff from racial and ethnic minority groups in the development and implementation of policy and program initiatives, and school reform.

- Provide incentives for staff and community members to complete education courses related to working with students/families from racial and ethnic minority groups.

- Encourage paraprofessionals from racial and ethnic minority groups to complete certification and degree programs, thereby increasing the diversity and number of trained professionals in the district.

- Involve members of the local community from racial and ethnic minority groups in school activities in a variety of ways (e.g, native language tutors, paraprofessionals, interpreters, parent support staff) to support programs and services for students from racial and ethnic minority groups.

Concluding Remarks

Concerns about the disproportionate number of students from racial and ethnic minority groups receiving special education services have haunted educators, researchers, families, community members and the United States Department of Education for several decades, and this problem continues to trouble stakeholders today. Such disproportionality is of great concern if it results in lack of access to the core educational curriculum or significant racial separation in the school setting. Although there have been and currently are many national, state and local initiatives that address this critical civil rights problem, developing and implementing effective strategies remains a high priority, especially in light of the increasingly diverse nature and educational needs of the school population.

The search for more effective solutions to this complex and sensitive problem requires an integrated and multifaceted approach, involving policy makers, administrators, educators, researchers, parents, advocates, students and community representatives. The disproportionate representation of students from racial and ethnic minority groups in special education reinforces the need for strong academic programs that foster success for all students in general and special education, including prevention and problem-solving strategies. It points to the need for implementing appropriate and effective policies and procedures for special education referral, assessment, eligibility, classification, placement, and re-evaluation. Disproportionate representation emphasizes the need for strong home/school/community partnerships to support the educational process, increased use of community resources to implement and enhance educational programs, and effective staff development at the preservice and inservice levels.

This resource document is intended to be used as a guide, not as a compliance checklist. The approaches presented in Part 1 should be supplemented, modified, adapted and implemented in ways that will meet the needs of local schools, districts or states as they seek effective ways to address this complex issue. Parts 2 and 3 of this document provide supplemental resources to assist with this process. School officials are encouraged to use this document to develop and implement more equitable state and local educational policies and procedures. They are also urged to solicit technical assistance related to remedying discriminatory practices that lead to disproportionate representation.

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Appendix A

National Projected Data for Universe Membership and Selected Disability Categories

National Projected Data for Universe Membership and Selected Disability Categories

	Total Projected Universe Membership (Σ)	% White Students to Category Σ	% Black Students to Category Σ	% Hispanic Students to Category Σ	% Asian Am/ Pacific Island Students to Category Σ
Σ Universe Membership	42,239,455	67% 28,505,553	16% 6,872,017	12% 4,969,313	3% 1,451,338
Mild Mental Retardation	351,226	61% 213,538	32% 111,210	5% 19,156	0.9% 3,129
Moderate Mental Retardation	124,216	58% 72,600	29% 36,188	9% 11,783	2% 1,967
Seriously Emotional Disturbance	295,810	67% 199,207	24% 70,162	7% 20,559	0.7% 2,018
Specific Learning Disability	2,233,141	68% 1,517,748	18% 397,984	12% 262,696	1% 24,784

NOTE: The universe consists of a sample of public school districts in the U.S.

The above figures are projected national totals from OCR's 1992 Elementary and Secondary School Civil Rights Compliance Report, and are presented to give an illustration of disproportionate representation. While these projections serve to statistically reflect disproportionate representation at the national level, these national totals do not necessarily reflect representations in a particular state, school district, or group of districts. These national totals may mask patterns of even greater overrepresentation or underrepresentation at the state and/or district levels.

Projected data at the national and state levels, and reported data at the district level, from OCR's 1994 Compliance Report, will be available on CD-ROM (through OCR) by the Summer, 1997.

Appendix B

Application of Title VI of the Civil Rights Act of 1964

and

Section 504 of the Rehabilitation Act of 1973

Application of Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973

The following is a brief description of how the Office for Civil Rights (OCR) in the U.S. Department of Education applies Title VI of the Civil Rights Act of 1964 (Title VI) and Section 504 of the Rehabilitation Act of 1973 (Section 504) to school districts with a disproportionate representation of students from racial and ethnic minority groups placed in special education programs and classes.[14]

Title VI of the Civil Rights Act of 1964

In examining a school district for compliance with Title VI, OCR may use a different treatment approach and/or a disparate impact approach; both are described below.

Different Treatment Approach

Under the regulations implementing Title VI, a school district receiving Federal funds for its programs may not deny, on the basis of race, color, or national origin, an individual any service or other benefit provided by these programs, nor may a district provide any service or other benefit to an individual that is different, or is provided in a different manner, from that provided to others under the program.

Using the different treatment approach, OCR's first step is to determine whether there are any apparent differences in a school district's treatment of students from racial and ethnic minority groups and students not from such groups who appear to be similarly situated. If there are differences, OCR assesses the district's explanation for the differential treatment of students to determine if the reasons are legitimate or merely a pretext for unlawful discrimination.

The different treatment approach can be pursued on an individual or class-wide basis. When looking at class-wide systemic problems, OCR may use a pattern and practice approach, where intentional racial discrimination may be inferred from gross statistical disparities. In this type of different treatment approach, OCR begins with a statistical demonstration that students from racial and ethnic minority groups are disproportionately denied the opportunity to benefit from the general education program or are otherwise harmed. If the disproportion is statistically significant and is not caused by a neutral policy, procedure, or practice, the disproportion presents a possible pattern and practice of discrimination. The school district then has the responsibility to demonstrate that it is not discriminating against students from racial and ethnic minority groups. The district may do this by showing that the statistics are inaccurate or insignificant, or by providing a nondiscriminatory

[14]Generally, the requirements of Title II, as they apply to elementary and secondary schools, are similar to the requirements of Section 504. Since Title II does not provide additional legal theories to, or different approaches from, those related to Section 504, this document refers to Section 504.

explanation for the statistics. OCR determines whether the district's stated reason is really a pretext for discrimination.

Disparate Impact Approach

Policies, procedures, or practices that are neutral as written but have a disparate impact, in that they disproportionately deny opportunities to students from racial and ethnic minority groups, may have the effect of discrimination. Policies, procedures, or practices that do have a disparate impact on these students must be determined to be educationally necessary.

Using the disparate impact approach to review a school district's special education program, OCR must first establish whether there has been a disproportionate denial of opportunity to benefit from either the district's general or special education programs. The next step is to determine whether such denial is due to a neutral policy, procedure, or practice. If not, one of the different treatment approaches described above would apply.

If such denial is due to a neutral policy, procedure, or practice, OCR would identify the specific aspect of the process that led to the disproportion. In such cases, this aspect of the process would be the focus of review. If the evidence does not permit OCR to ascertain the specific aspect of a process because the disproportion results from a combination of factors that cannot be separated for analysis, the overall process would be the subject of review. OCR then assesses whether the evidence establishes that the school district's policy, procedure, or practice is educationally necessary and whether a less discriminatory alternative exists. If the evidence does not establish that the policy, procedure, or practice is necessary to meet an important educational goal, it must be eliminated. Even if the policy, procedure, or practice is determined to be necessary, discrimination may be occurring if there is a less discriminatory alternative that the school district does not utilize. If the policy, procedure, or practice is determined to be necessary, then OCR must establish that such an alternative exists before determining whether a school district has a Title VI compliance problem.

Section 504

Section 504 requires school districts to refer a student for evaluation for possible special education services or modification to the general education program if the student needs or is believed to need such services. In evaluating such students, school districts must use evaluation tools that have been validated for the specific purpose for which they are used. The evaluations must be administered by trained personnel in conformance with the instructions provided by their producer.

When interpreting evaluation data and making placement decisions, school districts must base their decisions on relevant evaluation information from a variety of sources, including teacher recommendations and social or cultural background. Evaluation and placement decisions may not be made solely on the basis of tests that are designed to provide a single general intelligence quotient.

All students with disabilities who are determined to need services must be placed in academic and nonacademic settings that afford maximum participation with students who are not disabled, to the maximum extent appropriate to the needs of the students with disabilities. School districts must implement programs designed to ensure that the individual needs of students with disabilities are met as adequately as the needs of students who are not disabled.

[For further information on how the legal approaches described above apply to school districts, see the July 6, 1995 memorandum from Assistant Secretary for Civil Rights Norma V. Cantú entitled "Minority Students and Special Education - Legal Approaches for Investigations," from which this appendix was excerpted.]

◆◆

☞ Please Note:

The Individuals with Disabilities Education Act (IDEA) and its regulations govern all aspects of services to students with disabilities. All states have passed their own laws based on this Federal law, and frequently these state laws contain added requirements. Specific information about the Federal law can be obtained by contacting:

U.S. Department of Education
Office of Special Education Programs (OSEP)
Switzer Building
330 C Street, SW - Room 3086
Washington, DC 20202
(202) 205-5507

For information about state laws, contact the special education office in the state education agency in each state.

Part 2

Print Resources

Part 2

Print Resources

The annotated bibliography that follows is a selected list of print resources on topics related to the disproportionate number of students from racial and ethnic minority groups receiving special education services. The purpose of including these resources is to provide more in-depth reading on the approaches presented in **Part 1**. The intent of providing these resources is to assist districts and schools transform approaches into specific actions that are responsive to the needs of their communities. These resources were selected to cover a wide variety of topics related to the disproportionate number of students from racial and ethnic minority groups receiving special education services. This annotated bibliography is not intended to be an exhaustive list of resources; these resources can lead the reader to other pertinent materials.

Each entry includes a brief description and information necessary to locate the item at the library or purchase the item. Some documents may be available from EDRS by contacting:

EDRS
7420 Fullerton Road-Suite 100
Springfield, VA 22153-2852
(800) 443-3742
(703) 440-1400
(703) 440-1408 [FAX]
edrs@inet.ed.gov [E-MAIL]

Project FORUM would like to acknowledge the significant contribution of the following three students from George Mason University in Fairfax, Virginia, who assisted in compiling this annotated bibliography: ***Nancy Warnica, Jill Beck, and Megan Cummings.***

TYPE OF ITEM: Annotated Bibliography

TITLE: *School-Linked Services in K-12 Systems: An Annotated Resource List*

AUTHOR: Ahearn, E. M.

DATE: 1995

PUBLISHER: Project FORUM
National Association of State Directors of Special Education
1800 Diagonal Road #320
Alexandria, VA 22314
voice: (703) 519-3800 fax: (703) 519-3808
ERIC Document #ED389111

DESCRIPTION: This document was designed to be resource for individuals and agencies interested in the topic of linkages between education and human services. It begins with an overview of the topic of school-linked services, including background information and descriptive characteristics to orient the reader to the long history of collaboration between education and human services. The remainder of the document is an annotated list of resources, grouped into the following categories: general information, program planning, program components, program implementation, and program evaluation.

TYPE OF ITEM: Journal Article

TITLE: *Overrepresentation of Minority Students in Special Education: A Continuing Debate.*

AUTHOR: Artiles, A. J. & Trent, S. C.

DATE: Winter, 1994

CITATION: *The Journal for Special Education, 27(4), 410-437*
ERIC Document #EJ479386

DESCRIPTION: This in-depth article presents the problem of overrepresentation of minority students in special education from a broad, historical perspective, and includes a discussion about interpretation of data. The authors examine processes such as labeling, referral, and assessment, and scrutinize the constructs *cultural diversity* and *disability*. Strategies and solutions are provided, including culturally-sensitive instruction and reform in professional preparation programs.

TYPE OF ITEM: Journal Article

TITLE: *Nondiscriminatory Evaluation*

AUTHOR: Bailey, D.B. & Harbin, G.L.

DATE: 1980

CITATION: *Exceptional Children, 46(8), 590-596*
ERIC Document #EJ230250

DESCRIPTION: This article delineates the various sources of bias in our educational system and describes efforts to reduce bias during the assessment process (e.g., use of adaptive behavior scales and criterion-referenced tests). The authors stress the importance of using an "ecological perspective" when evaluating students, which means that a student must be evaluated within the total context of the settings in which he or she functions (i.e., home, school, and community).

TYPE OF ITEM: Journal Article

TITLE: *Differentiating Children Who Are At Risk for Referral from Others on Critical Classroom Factors*

AUTHOR: Bay, M. & Bryan, T.

DATE: July/August, 1992

CITATION: *Remedial and Special Education, 13*(4), 27-33
ERIC Document #EJ451527

DESCRIPTION: This article reports on a study designed to examine the differences between students at risk for special education referral and other low-achieving students, and the differences between all low-achieving students and students with disabilities in general education classrooms. Results of the study show that urban at-risk students were called on by the teacher less frequently than their low-achieving peers and also received less corrective feedback from the teacher. In the suburban schools, all low-achieving students were called on more frequently than average-achieving students. Implications for classroom instruction are discussed. For example, the authors suggest that teachers must create learning environments in which all children have equal opportunities to receive instructional feedback.

TYPE OF ITEM: Journal Article

TITLE: *Teachers Assisting Teachers: A Prereferral model for urban educators*

AUTHOR: Bay, M., Bryan, T. & O'Connor, R.

DATE: Winter, 1994

CITATION: *Teacher Education and Special Education, 17*(1), 10-21.
ERIC Document #EJ489460

DESCRIPTION: This article presents a study of 20 general educators, in two inner-city elementary schools, who volunteered to implement a prereferral strategy to solve problems presented by children facing learning problems in their classrooms. The strategy included three components (1) information sharing, (2) peer exchange sessions, and (3) peer coaching teams. The results suggest that participants offered more categories of teaching strategies, as well as more successful teaching strategies, than did teachers who did not volunteer to participate in the study. Moreover, participants referred slightly fewer children than did nonparticipants. Finally, participants positively rated all components of the prereferral model in their written comments.

TYPE OF ITEM Journal Article

TITLE: *Issues Regarding the Education of African American Exceptional Learners*

AUTHOR: Byrd, H.B.

DATE: 1995

CITATION: *Multiple Voices, 1(1), 38-46*

DESCRIPTION: This journal article contains interviews with three eminent African American educators: Ruth Winstead Riggs, Professor of Special Education, Norfolk State University; Oliver Leon Hurley, Associate Dean and Director of Teacher Education, Georgia State University; and Frank Wilderson, Professor of Educational Psychology and Chair of Program in Special Education, University of Minnesota. These educators were questioned about such issues as the most serious challenges facing the educational system in regard to African American exceptional learners, promising trends in education that can meet the needs of these learners, guidance for the preparation of teachers and administrators, involvement of parents and the community, and collaboration between special educators and non-special educators.

BEST COPY AVAILABLE

TYPE OF ITEM Journal Article

TITLE: *Survey on Prereferral Practices: Responses from State Departments of Education*

AUTHOR: Carter, J. & Sugai, G.

DATE: 1989

CITATION: *Exceptional Children, 55(4), 298-302*
ERIC Document #EJ384071

DESCRIPTION This brief article reports on a study designed to determine the type and level of prereferral intervention usage from the perspective of the state education agency (SEA). Survey data from 23 states indicate that many SEAs require or recommend the use of prereferral intervention strategies to reduce the number of inappropriate special education placements. The article points to the crucial role played by general educators in the prereferral intervention process and the need for preservice training in this area. The authors emphasize that more research is needed to determine which prereferral intervention strategies are most effective in reducing the number of inappropriate special education placements.

TYPE OF ITEM: Journal Article

TITLE: *Teacher Assistance Teams: Five Descriptive Studies on 96 Teams*

AUTHOR: Chalfant, J. & Pysh, M. V.

DATE: 1989

CITATION: *Remedial and Special Education, 10(6), 49-58*
ERIC Document #EJ414945

DESCRIPTION: This article describes five studies of Teacher Assistance Teams (TATs), and addresses questions most frequently asked by educators who are interested in establishing or strengthening such school-based teams. The data indicate that teachers report improvement in most students' performance as a result of assistance from school-based teams. Also, TATs were found to be effective in reducing the number of inappropriate referrals for special education, and reducing testing and placement costs. The article cited six recommendations for improving team effectiveness: (1) administrative support, (2) faculty support, (3) team training, (4) team procedures, (5) networking, and (6) evaluation.

TYPE OF ITEM: Report

TITLE: *Drawing Strength from Diversity: Effective Services for Children, Youth and Families*

AUTHOR: Chang, H. N., Salazar, D.D. & Leong, C.

DATE: 1994

PUBLISHER: California Tomorrow
Fort Mason Center-Building B
San Francisco, CA 94123
voice: (415) 441-7631
fax: (415) 775-4529

DESCRIPTION: This report includes a literature review on the topic of interagency collaboration, descriptions of 98 interagency collaborative programs (mostly in California), and interviews with individuals regarding such collaboration. The document stresses the importance of respecting differences and improving understanding among diverse cultural groups during stages of the reform process (e.g., community assessment, program development). The report concludes with specific recommendations for making diversity central to reform efforts.

TYPE OF ITEM: Journal Article

TITLE: *Performance-Based Assessment and Educational Equity*

AUTHOR: Darling-Hammond, L.

DATE: Spring, 1994

CITATION: *Harvard Educational Review, 64(1), 5-29*
ERIC Document #EJ478806

DESCRIPTION: This article discusses the equity of alternative assessment methods such as performance-based assessment, and stresses the importance of using assessments to support student learning rather than to classify and sort students and schools. The article states that performance-based assessments engage students in "real world" tasks rather than multiple choice tests, and evaluate students using criteria that are important for actual performance in the field of work. The author argues that the value of assessment reform depends upon how new assessments are used and how they support learning. For assessment to support student learning and student-centered teaching, teachers should understand and be included in all stages of the process. The process should also be understood by students and their parents, and help students achieve their learning goals.

TYPE OF ITEM: Book Chapter

TITLE: *Restructured Teacher Education for Inclusiveness: A Dream Deferred for African American Children*

AUTHOR: Ewing, N.J.

DATE: 1995

CITATION: In B.A. Ford, F.E. Obiakor, & J.M. Patton (Eds..), *Effective Education of African American Exceptional Learners: New Perspectives, pp. 189-207*
ERIC Document #ED385017

PUBLISHER: Pro-ed
8700 Shoal Creek Boulevard
Austin, TX 78757-6897

DESCRIPTION: The author argues for significant and meaningful change in preservice teacher training programs to better meet the needs of all students, particularly African American children, and improve educational outcomes. The following topics are discussed: (1) persistence of school failure, (2) educational reform, (3) pitfalls of our schools, and (4) teacher education reform. Recommendations are included in each topic area.

TYPE OF ITEM: Book Chapter

TITLE: *Implementing Effective Instructional Interventions for Minority Students*

AUTHOR: Fletcher, T.V. & Cardona-Morales, C.

DATE: 1990

CITATION: In A. Barona & E. Garcia (Eds.). *Children At Risk: Poverty, Minority Status, and Other Issues in Educational Equity*, Chapter 9, pp. 151-170
ERIC Document #ED353491

PUBLISHER: National Association of School Psychologists
4340 East/West Highway-Suite 402
Bethesda, Maryland 20814 phone: (301) 657-0270

DESCRIPTION: This chapter discusses instructional interventions based on a holistic paradigm that can be adapted for use with diverse learners. Holistic approaches recognize both teacher and learner needs, abilities, and characteristics, as well as emphasize the teacher's ability to assess and modify the learning environment. The teacher's role is to make learning meaningful, relevant, and valued by each student, hence learning is much more individualized. Many examples of holistic strategies are listed and explained.

TYPE OF ITEM: Journal Article

TITLE: *Prereferral Intervention: Quality Indices and Outcomes*

AUTHOR: Flugum, K.R. & Reschly, D.J.

DATE: 1994

CITATION: *Journal of School Psychology, 32(1), 1-14*
ERIC Document #EJ480770

DESCRIPTION: This article reports on a study that examined six quality indicators of prereferral intervention and their relation to intervention outcomes for 312 students in Iowa. Study results indicate the following: (1) many students with learning and behavioral problems do not receive prereferral intervention, (2) prereferral intervention varies dramatically in quality, (3) the use of quality indices influences the outcomes of the interventions, and (4) improved quality of interventions can lead to more successful outcomes for students.

TYPE OF ITEM: Journal Article

TITLE: *Multicultural Education Training for Special Educators Working with African-American Youth*

AUTHOR: Ford, B. A.

DATE: October/November, 1992

CITATION: *Exceptional Children, 59(2), 107-114*
ERIC Document #EJ455729

DESCRIPTION: This journal article discusses a survey of 21 special education administrators in Ohio regarding multicultural inservice training and the nature of their exposure to multicultural education. The study found that administrators believe special education teachers should be involved in multicultural training programs, with special emphasis on African American students and their families. The author recommends that special educators actively participate in high-quality, ongoing, multicultural education inservice programs conducted by personnel who have been formally prepared.

TYPE OF ITEM: Journal Article

TITLE: *Prereferral Intervention through Teacher Consultation: Mainstream Assistance Teams*

AUTHOR: Fuchs, D., Fuchs, L., Gilman, S., Reeder, P., Bahr, M., Fernstrom, P., & Roberts, H.

DATE: 1990

CITATION: *Academic Therapy, 25(3), 263-276*
ERIC Document #EJ418320

DESCRIPTION: This article describes the federally-funded Mainstream Assistance Teams (MAT) Project that worked closely with a large urban school district to implement prereferral intervention in elementary and middle schools. This project focused on prereferral intervention, in the form of teacher consultation or behavioral consultation, specifically designed to modify the behavior of the difficult-to-teach student. The following three characteristics of MAT interventions were described: prescriptive, student directed, and transferable to other school settings. Included is a discussion of the pre-intervention, intervention, and post-intervention activities. The article concludes with a paragraph about the effectiveness of MAT intervention.

TYPE OF ITEM: Journal Article

TITLE: *Getting Reform Right: What Works and What Doesn't*

AUTHOR: Fullan, M.G. & Miles, M.B.

DATE: June, 1992

CITATION: *Phi Delta Kappan, 73*(10), 745-752
ERIC Document #EJ445727

DESCRIPTION: In the spirit of improving the educational environment for all students, the authors present the "myths' and "truths" about educational reform. The first half of the article focuses on why reform fails. Some of the authors' answers are: impatient and superficial solutions, misunderstanding, resistance, and misuse of knowledge about the change process. The second half of the article is a set of seven propositions for success: (1) change is learning—loaded with uncertainty; (2) change is a journey, not a blueprint; (3) problems are our friends; (4) change is resource-hungry; (5) change requires the power to manage it; (6) change is systemic, and (7) all large-scale change is implemented locally.

TYPE OF ITEM: Journal Article

TITLE: *Interview Skills for Problem Identification in School Consultation: Separating the Tree from the Forest*

AUTHOR: Gable, R., Friend, M., Laycoci, V. & Hendrickson, J.

DATE: 1990

CITATION: *Preventing School Failure, 35(1), 5-10*
ERIC Document #EJ423004

DESCRIPTION: This article discusses teacher consultation as a means of more accurately identifying a student's learning or behavior difficulties during the special education referral process. The authors examine the use of behavioral interviews, which is a form of assessment that involves serial questioning and repetition of key questions within and across interview sessions. The authors describe how interviews with multiple sources and, if feasible, classroom observation, can address and remedy social, behavioral and academic problems without the inappropriate removal of a student from the general classroom. These authors state that school consultation holds promise for improving services to an increasingly diverse student population.

TYPE OF ITEM: Clearinghouse Publication

TITLE: *Peer Coaching: An Effective Staff Development Model for Educators of Linguistically and Culturally Diverse Students*

AUTHOR: Galbraith, P. & Anstrom, K.

DATE: 1995

CITATION: *Directions in Language & Education, 1*(3), 1-8
EDRS #ED3943000

PUBLISHER: National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
voice: (202) 467-0867 fax: (800) 531-9347
e-mail: askncbe@gwu.edu

DESCRIPTION: This article emphasizes the importance of integrated, teacher-driven, long-term professional development for all staff involved in the education of linguistically and culturally diverse students. Specifically, the authors discuss the following topics related to peer coaching: benefits, how to initiate and implement a program, and examples of models. Factors to be considered before implementing a peer coaching program, and six strategies for low-cost arrangements are also described.

TYPE OF ITEM: Journal Article

TITLE: *Multicultural Experiences in Teacher Education: Cross-Cultural Mentoring*

AUTHOR: Gallien, Jr.,L.B. & Smith, K.R.

DATE: 1993

CITATION: *Beyond Behavior, 4*(2), 7-15
ERIC Document #ED350282

DESCRIPTION: This article describes a cross-cultural mentoring program for teachers-in-training at Transylvania University in Kentucky. Quotes from the mentees are included to illustrate the impact of the program on students in the community and the mentees. The authors conclude that such a mentoring program improves cross-cultural relations, changes student teachers' attitudes toward minority students, provides role models for students at risk, and encourages young people to accept diversity as a positive part of living in the United States. Recommendations for future study are listed, such as extending the mentoring program from one semester to one year.

TYPE OF ITEM: Journal Article

TITLE: *Resource Room Teachers' Use of Strategies that Promote the Success of Handicapped Students in Regular Classrooms*

AUTHOR: Glomb, N.K., & Morgan, D.P.

DATE: Summer, 1991

CITATION: *The Journal of Special Education, 25(2), 221-235*
ERIC Document #EJ431252

DESCRIPTION: This article describes a research study that examined the strategies used by resource room teachers to promote the success of students with disabilities in general education classrooms. The study identified variables that may increase the successful use of these strategies, as well as barriers to their implementation. Results of the study indicate that many of the strategies examined are not used extensively in resource rooms. The authors conclude by stating that resource teachers need more time to consult and collaborate with general classroom teachers, and more training in the use of strategies to promote the success of students with disabilities in the general classroom.

TYPE OF ITEM: Journal Article

TITLE: *Accommodating Diversity and Disability with Cooperative Learning*

AUTHOR: Goor, M. & Schwenn, J.

DATE: September, 1993

CITATION: *Intervention in School and Clinic, 29(1), 6-16*
ERIC Document #EJ470687

DESCRIPTION: This article defines cooperative learning and provides a research justification for its use with students of varying abilities and ages. Also included is guidance for successful implementation of cooperative learning strategies, with sections addressing instructional decision making, preparation of students, and maintaining productive interaction in learning groups. The role of the school administrator and teacher is discussed, as well as evaluation of student outcomes.

TYPE OF ITEM: Journal Article

TITLE: *Parent and Teacher Referrals for a Psychoeducational Evaluation*

AUTHOR: Gottlieb, J., Gottlieb, B.W. & Trongone, S.

DATE: 1991

CITATION: *The Journal of Special Education, 25(2), 155-167*
ERIC Document #EJ431249

DESCRIPTION: This article describes a study of the school records of 439 students in an urban school district referred for special education evaluation. The authors examined the relationship between gender and race/ethnicity of the student, referral source (parent or teacher), race/ethnicity of the teacher, primary reason for referral (academic or behavior), and other variables. The authors discuss the results in the context of improving prereferral strategies.

TYPE OF ITEM: Journal Article

TITLE: *Referral, Assessment, and Placement Practices Used in Rural School Districts with Native American Students in Special Education*

AUTHOR: Gritzmacher, H.L. & Gritzmacher, S. C.

DATE: Winter, 1995

CITATION: *Rural Special Education Quarterly, 14(1), 11-19*
ERIC Document #EJ500112

DESCRIPTION: This journal article discusses a survey conducted in Minnesota measuring satisfaction with the assessment, special education referral, and placement of rural Native Americans. Twenty-five professionals were surveyed, including special educators, special education directors, and Native American education directors. Study findings indicate concern in all surveyed areas; however, the greatest concern was in the area of assessment. Findings also reveal that Native American education directors showed less satisfaction with the system of assessment, referral and placement than special educators and special education directors.

TYPE OF ITEM: Journal Article

TITLE: *Special Education Referral Practices by Gender, Ethnicity, and Comparison to State and District Enrollments*

AUTHOR: Haigh, J. & Malever, M.

DATE: Fall/Winter, 1993/94

CITATION: *Council of Administrators of Special Education, 8(1), 13-24*

DESCRIPTION: This technical article reports on a referral tracking process implemented in a Maryland school district (1991-92 enrollment of 5,750) to analyze variables related to special education student enrollment imbalance. The results indicate that special education programs tend to be disproportionately populated by males and African American students. Gender and ethnicity bias in the referral process did not appear to be a factor; however, factors related to assessment, behavior, retention, exit criteria, and speech disabilities were proposed as reasons for disproportionality. Implications of this research are discussed.

TYPE OF ITEM: Journal Article

TITLE: *The Disproportionate Placement of African American Males in Special Education Programs: A Critique of the Process*

AUTHOR: Harry, B. & Anderson, M.G.

DATE: Fall, 1994

CITATION: *Journal of Negro Education, 63(4), 602-619*
ERIC Document #EJ511151

DESCRIPTION: This lengthy article examines in detail the history, prevalence, and patterns of disproportionate placement of African American males in special education programs. The implications of the following disability labels are discussed: educable mentally retarded (EMR), specific learning disability (SLD), and serious emotional disturbance (SED). The authors contend that race, gender, and sometimes low socioeconomic status of African American males contribute to the disproportionately high number receiving special education services. The article concludes with seven recommendations for school reform, three of which are: label services rather than students, create community schools, and alter the parent-professional communication process.

TYPE OF ITEM: Journal Article

TITLE: *Communication Versus Compliance: African American Parents' Involvement in Special Education*

AUTHOR: Harry, B., Allen, N., & McLaughlin, M.

DATE: February, 1995

CITATION: *Exceptional Children, 61(4), 364-377*
ERIC Document #EJ497633

DESCRIPTION: This article describes the methods and findings of a three-year ethnographic study which investigated the participation of 24 African American parents in their children's early childhood special education programs. The authors discuss the nature of the parents' participation in and support of the educational program. They also discuss common deterrents to parental participation in special education, such as late notices, inflexible conference scheduling, use of jargon, and emphasis on documents rather than on participation. The article concludes with an exploration of ways professionals can go beyond compliance with the law and enhance communication with parents.

TYPE OF ITEM: Book

TITLE: *Effective Strategies for Teaching Minority Students*

AUTHOR: Hill, H. D.

DATE: 1989

PUBLISHER: National Educational Service
P.O. Box 8, Station U2
Bloomington, IN 47402
voice: (800) 733-6786 fax: (812) 336-7790
ERIC Document #ED358206

DESCRIPTION: This is a succinct, easy-to-read book (90 pages) with 20 chapters on issues related to understanding and teaching students from racial and ethnic minority groups. The author begins with a chapter on preparing teachers to work with diverse students. Subsequent chapters address student success, facilitating student learning, and developing cultural sensitivity. The author devotes two chapters to communicating with parents, and one chapter to students with disabilities. Included are recommendations for practical application of theory in the classroom.

TYPE OF ITEM: Journal Article

TITLE: *Cultural Diversity and Special Education*

AUTHOR: Hilliard, III, A.G.

DATE: 1980

CITATION: *Exceptional Children, 46(8), 584-588*
ERIC Document #EJ230249

DESCRIPTION: In this article, the author discusses the need for more cultural diversity in the field of special education. The author calls upon educators to understand how the system of special education fails to meet the needs of racially and ethnically diverse students, and what conditions must be met so that special education will succeed for diverse cultural groups.

TYPE OF ITEM: Journal Article

TITLE: *The Pitfalls and Promises of Special Education Practice*

AUTHOR: Hilliard III, A.G.

DATE: October/November, 1992

CITATION: *Exceptional Children, 59(2), 168-172*
ERIC Document #EJ45536

DESCRIPTION: This brief article outlines some problems with education in the United States, including illiteracy and inaccessibility to computerized services. The article also discusses problems with inequity in special education, such as overrepresentation of African Americans, Hispanics, and Native Americans in special education classrooms. New models of special education are presented, along with basic principles to insure that educational outcomes are improved for all students. Pedagogically valid and culturally sensitive educational services are strongly emphasized.

TYPE OF ITEM: Journal Article

TITLE: *What Should We Call People: Race, Class and the Census for 2000*

AUTHOR: Hodgkinson, H.L.

DATE: 1995

CITATION: *Phi Delta Kappan*, October 1995, 173-179

DESCRIPTION: This article discusses the difficulty and subjectivity of using racial and ethnic categories for census data, particularly for allocating federal aid, determining eligibility for scholarships and/or loans, and searching for possible job discrimination or segregation in schools. The author provides a history of racial classification in the United States and illustrates how complex it is to classify a person by racial category. He states that the ethnic categories set forth by the Federal Office of Management and Budget "should not be interpreted as being scientific or anthropological in nature." As an alternative to distributing federal aid by race or ethnic group, the author suggests making such decisions based on economic factors because, in his opinion, poverty is the most urgent issue facing this nation.

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TYPE OF ITEM: Journal Article

TITLE: *Classroom Teachers' Views of Intervention Strategies for Learning and Behavior Problems: Which are Reasonable and How Frequently Are They Used*

AUTHOR: Johnson, L.J. & Pugach, M.C.

DATE: Spring, 1990

CITATION: *The Journal of Special Education, 24*(1),69-84
ERIC Document #EJ414983

DESCRIPTION: This article reports on a study of the strategies used by general educators in Wisconsin and Illinois (n=232) when dealing with children who have mild learning and behavior problems. Eighty-seven of these teachers were interviewed to determine specific issues they consider when selecting a strategy for implementation in their classrooms. The results provide a profile of strategies that teachers find reasonable to use and indicate the factors that inhibit teachers from selecting certain intervention strategies.

TYPE OF ITEM: Journal Article

TITLE *The Relationship Between Organizational Support and Satisfaction with Teacher Assistance Teams*

AUTHOR: Kruger, L.J., Stuzziero, J., Watts, R., & Vacca, D.

DATE: July, 1995

CITATION: *Remedial and Special Education, 16(4), 203-211*
ERIC Document #EJ506709

DESCRIPTION: This technical article describes a study that investigated the relationship between organizational support and satisfaction with Teacher Assistance Teams (TAT). The authors describe TATs as problem-solving assistance to general educators who have students who are difficult to teach or manage in their classroom. Study results indicate that organizational support was related to satisfaction with TATs, and administrator support was particularly important in regard to satisfaction. The authors examine the practical implications of these findings, such as the importance of positive feedback from administrators to TAT members, and a perceived purpose of the TAT that is shared by the administrator and team members.

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TYPE OF ITEM: Journal Article

TITLE: *What We Can Learn From Multicultural Education Research*

AUTHOR: Ladson-Billings, G.

DATE: May, 1994

CITATION: *Educational Leadership, 51*(8), 22-26
ERIC Document #EJ508261

DESCRIPTION: In this article, the author synthesizes the research on multicultural education with the following five statements: 1) beliefs about students matter, 2) content and materials matter, 3) instructional approaches matter, 4) educational settings matter, and 5) teacher education matters. These statements are supported with narrative classroom-based examples and research citations. The article stresses the importance of multicultural education for teachers so that they can be successful with all students. In conclusion, the author states that the relationship between the race/ethnicity of the teacher and student achievement remains unclear.

TYPE OF ITEM: Journal Article

TITLE: *Quality Assessment Practices in a Diverse Society*

AUTHOR: Leung, B. P.

DATE: Spring, 1996

CITATION: *Teaching Exceptional Children, 28(3), 42-45*
ERIC Document #EJ518006

DESCRIPTION: This brief article discusses assessment from a holistic perspective, and the importance of this perspective in a culturally and linguistically diverse society. The author proposes six "quality" indicators of assessment practices: (1) examination of opportunity to learn, (2) involvement of parents and caretakers, (3) use of trained interpreters, (4) nonreliance on psychometrics, (5) full use of the multi disciplinary team, and (6) the use of informed clinical judgment.

TYPE OF ITEM: Book

TITLE: *Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families*

AUTHOR: Lynch, E.W. & Hanson, M. J. (Eds.)

DATE: 1992

PUBLISHER: Paul H. Brookes
P.O. Box 10624
Baltimore, MD 21285-0624

DESCRIPTION: This book combines a conceptual framework with specific information on the implementation of early childhood programs that reflect intercultural sensitivity and awareness. The chapters are based on current literature on best practices and information and insights from contributing authors who are generally bicultural and often bilingual. Each chapter covers geographic, historic, religious and linguistic background of the culture, contemporary life, values, beliefs, and recommendations for interventionists. Suggested readings for each of the cultures covered are listed.

TYPE OF ITEM: Journal Article

TITLE: *Minority Parent Involvement in the I.E.P Process: A Systematic Model Approach*

AUTHOR: Marion, R.

DATE: 1979

CITATION: *Focus on Exceptional Children, 10(8), 1-15*

DESCRIPTION: This article describes a systematic ten-step approach for involving minority parents in the process of developing an Individualized Education Plan (IEP). Steps include contacting the family by phone, scheduling a meeting with the child's support team, and sending a copy of the meeting notes to the family. The author concludes that involving minority parents in the IEP process requires attention to certain factors and behaviors at specified checkpoints.

TYPE OF ITEM: Journal Article

TITLE: *Communicating with Parents of Culturally Diverse Exceptional Children*

AUTHOR: Marion, R.L.

DATE: 1980

CITATION: *Exceptional Children, 46(8), 616-623*
ERIC Document #EJ230253

DESCRIPTION: This article provides educators with suggestions on how to work successfully with families from culturally diverse backgrounds who have children with disabilities. The author states that a common reaction on the part of these families is anger directed at an educational system they feel has "overincluded" their children in classes for the mentally retarded and emotionally disturbed. The author makes suggestions for successful communication with families from culturally diverse backgrounds, such as: have thorough knowledge of the law and corresponding regulations, use appropriate times and settings for parent-teacher conferences, and send messages home in a language parents understand. The communication process is time consuming, acknowledges the author, but beneficial for all involved, especially the student.

TYPE OF ITEM: Training Program

TITLE: *Family and Schools Together: Collaboration in a Pluralistic Society*

AUTHOR: Mendoza, J., Cegelka, P, & Mikkelsen, K.

DATE: 1989

PUBLISHER: To purchase or inquire, call Karen Mikkelsen at
NERRC
Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05401
voice: (802) 658-5036
fax: (802) 658-7435
e-mail: NERRC@aol.com

DESCRIPTION: This is a training program for educators and community members consisting of six, two-hour modules. The goal of the training program is to develop home-school-community relations that will improve the school experiences for students and their families, and enhance community involvement. Overhead transparencies, participant handouts, and instructor directions are included. A Spanish translation is available.

TYPE OF ITEM: Report

TITLE: *The Use of IQ Tests in Special Education Decision Making and Planning*

AUTHORS: Morison, P.; White, S.H. & Feuer, M.J. (Eds.)

DATE: 1996

PUBLISHER: Board on Testing and Assessment
National Research Council
2101 Constitution Avenue, NW
Washington, DC 20418

DESCRIPTION: This report is a synthesis of the key themes and ideas discussed at two 1-day workshops convened by the National Research Council's Board on Testing and Assessment. The purpose of the workshops was to examine and discuss research evidence regarding the uses of IQ tests in special education placement decisions, with particular focus on mental retardation and learning disabilities. Covered in the report are the following topics: background and legal context for using IQ tests, meaning and interpretation of IQ tests, minority overrepresentation in special education, and alternative approaches to eligibility assessment. The report concludes with suggestions for more and better research.

TYPE OF ITEM: Newsletter Article

TITLE: *Home-School Collaboration: Multicultural Considerations*

AUTHOR Nicholson, F., Ostrom-Young, N., Tavern, A., Hanson, J., & Prasad, S.

DATE: 1994

CITATION: *Communiqué*, *25*(1), 12-14
Newsletter of the National Association of School Psychologists
4340 East/West Highway-Suite 402
Bethesda, Maryland 20814
phone: (301) 657-0270

DESCRIPTION: The importance of the home-school connection to every child's school success is the essence of this article. The authors point to the role of culture in this partnership, and the importance of valuing and understanding a student's cultural background. One cited author suggests that parents and educators must attempt to understand each other's "scripts for living"—referring to the way a person thinks, behaves, and views the world—if a student is to avoid school failure. Factors that promote and impede home-school collaboration are discussed, and models of effective home-school collaboration are provided.

TYPE OF ITEM: Book Chapter

TITLE: *Cultural Issues and Their Impact on Learning*

AUTHOR: Nieto, S.

DATE: 1996

CITATION: *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, Chapter 5, pp. 136-152
ERIC Document #ED361446

PUBLISHER: Longman Publishers
10 Bank Street
White Plains, New York 10606

DESCRIPTION: This book chapter explores cultural diversity and the role it plays in student learning and educational equity. The author states that treating all students the same is not necessarily treating them equally. The educational implications of this statement are discussed. Learning and communication styles among different cultural groups and social classes are examined, and examples are given as to how teachers can become more culturally sensitive and adapt to their students' styles. For example, use of African American males' vocal and dramatic strength to enhance in-front-of-the-class instruction.

TYPE OF ITEM: Book Chapter

TITLE: *Multicultural Education and School Reform*

AUTHOR: Nieto, S.

DATE: 1996

CITATION: *Affirming Diversity: The Sociopolitical Context of Multicultural Education,* Chapter 9, pp. 306-325
ERIC Document #ED316440

PUBLISHER: Longman Publishers
10 Bank Street
White Plains, NY 10606

DESCRIPTION: In this book chapter, the author declares multicultural education as basic and critical pedagogy for all students, as education for social justice. She asserts that multicultural education is a process that responds to four areas of potential school conflict: racism and discrimination, structural factors within schools that may limit learning, the impact of culture on learning, and language diversity. In conclusion, multicultural education is described as "simply good pedagogy" that helps students develop into critical and empowered citizens.

TYPE OF ITEM: Book Chapter

TITLE: *Structural Factors in Schools*

AUTHOR: Nieto, S.

DATE: 1996

CITATION: *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, Chapter 4, pp. 86-110
ERIC Document #ED361440

PUBLISHER: Longman Publishers
10 Bank Street
White Plains, NY 10606

DESCRIPTION: This chapter discusses the impact of school administrative and physical structures on the learning and achievement of students. The author describes how many of these structures are contrary to the needs and values of students, and how they can affect student learning in negative ways. Specifically, school policies and practices, including tracking, testing, curriculum, pedagogy, and the lack of student, parent and staff engagement are examined in this chapter.

TYPE OF ITEM: Journal Article

TITLE: *School Prereferral Intervention Strategies for Students Experiencing Learning Problems*

AUTHOR: Ossler, A.C., Bader, J.A., Heck, M.C. & Walch, S.

DATE: 1990

CITATION: *Preventing School Failure, 34(2), 23-31*

DESCRIPTION: This article discusses 15 prereferral intervention strategies being used successfully in Montgomery County Public Schools, Maryland. The focus of these strategies is on prevention, with the goal of helping teachers and schools support students having difficulties before a referral for special education services is deemed necessary. Examples of the strategies discussed are self monitoring, home reading, mentoring, study skills, and curriculum integration.

TYPE OF ITEM: Book

TITLE: *Kwanzaa and me. A Teacher's Story*

AUTHOR: Paley, V.G.

DATE: 1995

PUBLISHER: Harvard University Press
79 Garden Street
Cambridge, MA 02138
ERIC Document #ED379393

DESCRIPTION: This book relays the experiences of a white teacher in an integrated private kindergarten, and illustrates the consciousness of race that permeates our society. Questions addressed include: (1) *Should African American children attend predominantly white schools* and (2) *Are African American teachers more useful in schools with all African American students.* The author describes how she incorporates stories as a way to explore the cultural heritage of all students in the class and to ensure that every student has a sense of self in the classroom. Parents and teachers must talk to each other about race, according to the author, in order to help develop kinship and a sense of community.

TYPE OF ITEM: Book

TITLE: *Multicultural Issues in the Education of Students with Behavioral Disorders*

AUTHOR: Peterson, R.L. & Ishii-Jordan, S.

DATE: 1994

PUBLISHER: Brookline Brooks
P.O. Box 1046
Cambridge, MA 02238
voice: (617) 868-0360 fax: (617) 868-1772
ERIC Document #ED369195

DESCRIPTION: This book examines the effect of racial, ethnic and cultural factors on the process of identifying and serving students who may have emotional or behavioral disorders. The first section includes a discussion of how culture and community are essential to the education of these students. The second section provides a view of what is known about four sets of symptoms—aggression, depression, substance abuse and delinquency. Race and ethnicity are discussed in the third section, including historical influences. The last section addresses issues that typically cut across more traditional racial or ethnic differences (e.g., families, religion, urban and rural lifestyles). Assessment is covered in the appendix.

TYPE OF ITEM: Journal Article

TITLE: *Teacher Efficacy and Bias in Special Education Referrals*

AUTHOR: Podell, D.M. & Soodak, L.L.

DATE: March/April, 1993

CITATION: *Journal of Educational Research, 86(4), 247-253*
ERIC Document #EJ469768

DESCRIPTION: This brief technical article reports on a study of teachers' sense of efficacy and biases as they relate to referral of students to special education (N=240). In this study, the teacher's sense of efficacy, the socioeconomic status of the student, and the etiology of the student's learning problem were related to the teacher's rate of referral. The authors conclude that teachers' referral decisions appear to be biased by variables unrelated to the specific academic difficulties of the student.

TYPE OF ITEM: Journal Article

TITLE: *Prereferral Interventions: Progress, Problems, and Challenges*

AUTHOR: Pugach, M.C. & Johnson, L.J.

DATE: 1989

CITATION: *Exceptional Children, 56(3), 217-226*
ERIC Document #EJ400694

DESCRIPTION: This journal article is a critical analysis of two commonly-used prereferral interventions--*consultation* and *informal problem-solving teams*. The benefits and limitations of each intervention are included. Consultation refers to informal one-to-one consulting with the classroom teacher by a school psychologist or special educator. Informal problem-solving teams provide immediate assistance to teachers as a way of addressing mild learning and behavior problems and screening/prioritizing special education referrals. Alternative prereferral practices are also presented.

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TYPE OF ITEM: Book

TITLE: *Achievement for African-American Students: Strategies for the Diverse Classroom*

AUTHOR: Reglin, G.L.

DATE: 1995

PUBLISHER: National Educational Service
P.O. Box 8, Station U2
Bloomington, IN 47402
voice: (800) 733-6786 fax: (812) 336-7790

DESCRIPTION: This book was designed to provide teachers in grades kindergarten through twelve with techniques and approaches for helping African American students succeed in school. The author begins with a discussion of how teachers must "restructure" commonly-used instructional techniques and behaviors in order to interact more positively with "multicultural students." He also provides social and instructional strategies specifically designed for African American male students. The last chapter focuses on strategies to improve home-school-community connections and provide positive role models for African American children. Many overhead masters and reproducible activities are included, as well as suggested readings.

TYPE OF ITEM: Journal Article

TITLE: *Use of Adaptive Behavior Measures and Overrepresentation of Black Students in Programs for Students with Mild Mental Retardation*

AUTHOR: Reschly, D.J. & Ward, S.M.

DATE: November, 1991

CITATION: *American Journal on Mental Retardation, 96*(3),257-268
ERIC Document #EJ439537

DESCRIPTION: This article reports on a study of use of adaptive behavior information for classification and placement of Black and White students in special classes (n=707). Results indicate that adaptive behavior measures were not used to the same extent as intelligence tests with either group of students, and that the quality of the adaptive behavior assessment instrument appeared to be inadequate for a large percentage of the students. These results were discussed in the context of the data that showed that Black students were more likely to be classified as disabled and placed in special education classes for the mentally retarded than White students. The authors suggest that adaptive behavior assessment techniques must be improved to comply with legal requirements.

TYPE OF ITEM: Book Chapter

TITLE: *The Problem of Bias in Psychological Assessment*

AUTHOR: Reynolds, C.R.

DATE: 1992

CITATION: In C.R. Reynolds & T.B. Gutkin (Eds.), *Handbook of School Psychology*, Chapter 7, pp. 178-208

PUBLISHER: Wiley, John & Sons, Inc.
New York, NY
phone orders: (800) 225-5945 fax: (908) 302-2300

DESCRIPTION: This chapter is an in-depth technical discussion of *test bias*, defined as constant or systematic error. The author also reviews the litigation that defined and mandated the elimination of test bias in psychological assessment. Topics and terms covered in this chapter include: culture-free tests, culture loading, culture bias, mean score differences as test bias, bias in content validity and construct validity, and bias in predictive or criterion-related validity. The author suggests two guidelines to follow in order to minimize test bias: 1) use the most reliable instrumentation available, and 2) assess multiple abilities. In addition, information concerning the student's home, community, and school environment must be considered.

TYPE OF ITEM: Book Chapter

TITLE: *Towards Nondiscriminatory Assessment: Principles and Application*

AUTHOR: Samuda, R.J.

DATE: 1989

CITATION: In R.L. Samuda, J. Cummins, J. Pascual-Leone, & J. Lewis (Eds.). *Assessment and Placement of Minority Students*, Chapter 11, pp. 173-189.
ERIC Document #ED318822

PUBLISHER: C.J. Hogrefe
P.O. Box 51
Lewiston, NY 14092

DESCRIPTION: This book chapter represents the work of a Canadian committee whose goal it was to address the issues and problems of assessment and special education placement, particularly focusing on accountability in implementing change. The topics posed to the committee were: barriers associated with race, culture, ethnicity, and language that adversely affect the assessment of and program opportunities for children. The chapter provides guiding principles for educational equity, and the assessment and placement of students from racial and ethnic minority groups. The author also includes a case study and recommended strategies for change and improvement leading towards non-biased assessment.

TYPE OF ITEM: Report

TITLE: *School-Based Intervention Assistance Teams and Their Impact on Special Education*

AUTHOR: Schrag, J.A. & Henderson, K.

DATE: 1996

PUBLISHER: Project FORUM at NASDSE
1800 Diagonal Road #320
Alexandria, VA 22314
voice: (703) 519-3800 fax: (703) 519-3808
ERIC Document #ED392196

DESCRIPTION: This report presents a synthesis of the literature regarding the direct and indirect impact of school-based intervention assistance teams on special education. The following areas of impact are discussed: (1) changes in referrals to special education, (2) appropriateness of special education referrals, (3) team, administrator, and teacher satisfaction, (4) administrator, team, and teacher attitudes, tolerance, and skills for working with students experiencing academic and behavioral difficulties, and (5) changes in student behavioral and academic performance. Recommendations are included, as well as an appendix summarizing the studies cited.

TYPE OF ITEM: Journal Article

TITLE: *Effective Mainstreaming Strategies for Mildly Handicapped Students*

AUTHOR: Scruggs, T.E. & Mastropieri, M. A.

DATE: January, 1992

CITATION: *The Elementary School Journal, 92*(3), 389-409
ERIC Document #EJ443457

DESCRIPTION: This article discusses the following eight areas in which students must function acceptably in order to succeed in general education environments: 1) attention, 2) memory, 3) intelligence, 4) language, 5) social/emotional behavior, 6) affect, 7) basic skills, and 8) organizational/study skills. The authors have included examples of instructional strategies that have been shown to be effective with students with mild handicaps. Some of the many examples are: modifying the rate and presentation of the curriculum (attention component), reinforcing positive classroom behavior (social/emotional behavior component), and teaching general study techniques (organizational/study skills component). The article also emphasizes that sincere and effective communication between general and special educators is the key to effective mainstreaming.

TYPE OF ITEM: Journal Article

TITLE: *Cooperative Teaching Project: A Model for Students at Risk*

AUTHOR: Self, H., Benning, A., Martson, D., & Magnusson, D.

DATE: September, 1991

CITATION: *Exceptional Children, 58(1), 26-34*
ERIC Document #EJ435810

DESCRIPTION: This article describes a model project in the Minneapolis Public Schools that combined previously separate resources in special, compensatory, and general education to address the educational challenges of low-achieving students. One of the primary goals of this project was to increase cooperation between general and special educators. The study, conducted over a three year period, showed that teachers learned strategies from one another as they taught in classrooms together, and their lesson plans reflected a shared focus on specific objectives. The authors report that students taught with this model made significant gains, with an overall positive effect on all the students in the school building.

TYPE OF ITEM: Book Chapter

TITLE: *Understanding the African American Learner*

AUTHOR: Shade, B. J.

DATE: 1994

CITATION: In E.R. Hollins, J.E. King & W.C. Hayman (Eds.). *Teaching Diverse Populations: Formulating a Knowledge Base*, Chapter 9, pp. 175-189
ERIC Document #ED367763

PUBLISHER: SUNY Press
State University Plaza
Albany, NY 11246

DESCRIPTION: This book chapter explores teachers' attitudes towards and approaches to instructing African American students. It covers such topics as effective teaching strategies, and communication and learning styles of African American students. The author points out that African American students focus on the interpersonal aspects of the classroom environment, and that they require an "active, stimulating, and highly arousing learning environment." Instead of perceiving this as a classroom management problem, the author suggests that the pace and type of presentations and work assignments should vary to accommodate student differences in the classroom. The author concludes by stressing that teachers must become "facilitators...rather than information givers."

TYPE OF ITEM: Journal Article

TITLE: *Assessment of Special Education Students in Regular Education Programs: Linking Assessment to Instruction*

AUTHOR: Shapiro, E. & Ager, C.

DATE: January, 1992

CITATION: *The Elementary School Journal, 92(3), 283-296*
ERIC Document #EJ443451

DESCRIPTION: This journal article provides a conceptual framework for conducting assessments, within the general classroom, of children with academic problems. The proposed model links curriculum-based assessment with examination of the academic environment, implementation of specific strategies for instructional modification, and on-going evaluation of the student's work. A case study is presented to illustrate the model. The authors found curriculum-based assessment to be a valuable strategy for both special and general educators.

TYPE OF ITEM: Journal Article

TITLE: *Using Curriculum Based Measurement to Identify Potential Candidates for Reintegration into General Education*

AUTHOR: Shinn, M.R. & Habedank, L.

DATE: Summer, 1993

CITATION: *The Journal of Special Education, 27(2), 202-221*
ERIC Document #EJ468830

DESCRIPTION: This article examines the use of *curriculum-based measurement* for identifying students receiving special education who are potential candidates for reintegration into general education. Two studies are described that used local norms based on the reading skills of general education students in the *low* reading groups as an indicator of satisfactory performance. Students receiving special education who read as well as or better than their peers in low reading groups were identified as potential candidates for reintegration. Approximately 40 percent of students in special education were potential candidates for reintegration using this method. The authors caution that factors in addition to reading skills should be considered when making decisions about reintegration.

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TYPE OF ITEM: Journal Article

TITLE: *Prereferral Intervention: Encouraging Notes on Preliminary Findings*

AUTHOR: Sindelar, P.T., Griffin, C.C., Smith, S.W. & Watanabe, A.K.

DATE: January, 1992

CITATION: *The Elementary School Journal, 92*(3), 245-259
ERIC Document #EJ443449

DESCRIPTION: This article presents an historical overview of prereferral intervention, along with a review of prereferral intervention models and their effects on variables such as referral rates, student achievement and behavior, and consumer satisfaction. It is emphasized that the success or failure of the intervention depends on its appropriateness to the specific situation and the quality of the actual intervention. The authors state that collaborative models are used widely; however, the outcomes of studies of such models have been mixed. The article calls for more research in this area.

TYPE OF ITEM: Journal Article

TITLE: *Neverstreaming: Prevention and Early Intervention as an Alternative to Special Education*

AUTHOR: Slavin, R., Madden, N., Karweit, N., Dolan, L., Wasik, B., Shaw, A., Mainzer, K., & Haxby, B.

DATE: January-July, 1991

CITATION: *Journal of Learning Disabilities, 24(6), 373-378*
ERIC Document #EJ431353

DESCRIPTION: This article proposes an approach to special education which focuses on early intervention in order to prevent academic difficulties that lead students to be identified for separate special education. The authors' program, *Success for All,* includes research-based curricula introduced at the preschool and kindergarten level, and provides teachers with effective curriculum and instructional approaches to basic skills. In addition to the instructional elements, the program provides family support services centering on building positive parent-school relationships and on solving nonacademic problems that interfere with student success in school.

TYPE OF ITEM: Book

TITLE: *Keepers of the American Dream: A Study of Staff Development and Multicultural Education*

AUTHOR: Sleeter, C. E.

DATE: 1992

PUBLISHER: Falmer Press
1900 Frost Road - Suite 101
Bristol, PA 19007-0807
ERIC Document #ED364610

DESCRIPTION: This book reports on a two-year ethnographic study of 30 teachers from 18 schools, who participated in a staff development program in multicultural education. Included are descriptions of how the program was presented to the teachers, and how their perceptions and teaching strategies changed over the two years. Although the teachers reported learning a lot, observed and reported changes in teaching were limited. The lack of change is discussed by the author, and the concluding chapter is suggestions of how such a staff development program might be conducted differently.

TYPE OF ITEM: Journal Article

TITLE: *A Comprehensive Management System for Students in Regular Classrooms*

AUTHOR: Smith, M. & Misra, A.

DATE: January, 1992

CITATION: *The Elementary School Journal, 92(3), 353-371.*
ERIC Document #EJ443455

DESCRIPTION: This article proposes a comprehensive classroom management system that fosters the development of both social and academic skills for all elementary students. The proposed system includes three components: 1) control techniques which prevent or minimize disruption, 2) control techniques which reinforce or increase appropriate behavior, and 3) consequences to punish or decrease inappropriate behavior. For each component the authors describe techniques and suggest materials. Teachers are encouraged to determine whether a particular technique is appropriate for a given student and closely monitor students to measure effects of the selected techniques

TYPE OF ITEM: Periodical

TITLE: *Teaching Tolerance*

PUBLISHER: Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
fax: (334) 264-3121

DESCRIPTION: This periodical is mailed twice a year at no charge to educators. It was founded in 1991 by the Southern Poverty Law Center, a nonprofit legal and education foundation, to provide teachers with the opportunity to share experiences and learn about new strategies for promoting tolerance and diversity. The articles address diversity, of all types, from a variety of perspectives. Student contributions and annotated resource lists are included in each issue.

TYPE OF ITEM: Journal Article

TITLE: *Multicultural Education Courses and the Student Teacher: Eliminating Stereotypical Attitudes in our Ethnically Diverse Classroom*

AUTHOR: Tran, M., Young, R.L., & DiLella, J.D.

DATE: 1994

CITATION: *Journal of Teacher Education, 45(3),* 183-189
ERIC Document #EJ494037

DESCRIPTION: This article reports on a study of 55 student teachers who took a course in multicultural education at the preservice training level. Courses requiring students to immerse themselves in a cultural activity and interact with members of another culture (e.g., neighborhood cultural festivities, ethnic churches) were shown to have a significant effect on changing ethnic stereotypes and creating more positive attitudes towards culturally diverse people. The authors state that ethnic stereotypes can be debilitating in an educational setting and increase a teacher's negative expectations of children. Multicultural education courses at the preservice training level appear to be able to reduce ethnic stereotypes and have a positive impact on the shaping of student teachers' cultural attitudes.

TYPE OF ITEM: Journal Article

TITLE: *Developing Collaborative Parent-Teacher Relationships with Culturally Diverse Parents*

AUTHOR: Voltz, D.L.

DATE: May, 1994

CITATION: *Intervention in School and Clinic, 29(5), 288-291*
ERIC Document #EJ483525

DESCRIPTION: This brief article emphasizes the importance of developing effective collaborative partnerships between schools and families in order to enhance the educational program for students. The author states that this is particularly important for students with disabilities who come from culturally diverse backgrounds. Counterproductive practices and barriers to a collaborative partnership are described as approaches that put parents in predetermined roles or stereotype the nature of parental involvement. The lack of sensitivity to cultural differences is also discussed. Some of the suggestions in a section entitled "Helpful Strategies" include: using the formal titles of Mr. and Mrs., using language families can understand, and giving parents straight answers to their questions.

TYPE OF ITEM: Journal Article

TITLE: *Learning and Cultural Diversities in General and Special Education Classes: Frameworks for Success.*

AUTHOR: Voltz, D. L.

DATE: 1995

CITATION: *Multiple Voices, 1*(1), 1-11.

DESCRIPTION: This journal article discusses the need for educators to accommodate student diversity including differences in culture, learning style, and socioeconomic background. The author provides suggestions for better meeting student needs by examining personal attitudes, promoting and accepting classroom environment, personalizing instruction, teaching with a multicultural perspective, and collaborating with other professionals and parents. Strategies are provided for each topic. The author concludes by stating that increasing diversity in our school population is challenging educators to reconceptualize the notion of *school.*

TYPE OF ITEM: Clearinghouse Publication

TITLE: *Culturally and Linguistically Diverse Professionals in Special Education A Demographic Analysis*

AUTHOR: Wald, J.L.

DATE: 1996

CITATION: National Clearinghouse for Professions in Special Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

DESCRIPTION: This booklet presents an in-depth analysis of the disparity between the cultural representativeness of educators and students, specifically in special education, and includes data that document this disparity. The issues related to cultural and linguistic diversity in the teaching workforce are discussed, including the value of such diversity in special education. One benefit of a culturally diverse teaching staff posited by the author is that it may reduce the occurrence of mislabeling that leads to the disproportionately high number of students from diverse backgrounds receiving special education services. Recommendations for increasing the number of qualified teachers are provided.

TYPE OF ITEM: Resource Brief

TITLE: *Assessing Children for the Presence of a Disability*

AUTHOR: Waterman, B.B.

DATE: 1994

CITATION: *NICHCY News Digest, 4(1)*
ERIC Document #ED378725

PUBLISHER: NICHCY
Academy of Educational Development
P.O. Box 1492
Washington, DC 20013-1492

DESCRIPTION: This publication, which focuses on the assessment process, is divided into six sections: 1) introduction to assessment, 2) methods of gathering information, 3) parents' role in the assessment process, 4) assessing students who are culturally and linguistically diverse, 5) primary areas of assessment, and 6) interpreting results. Each section includes definitions, guidelines, and suggestions that are practically oriented. For example, in the section on parents' role, the author delineates information that parents should request before and after an assessment.

TYPE OF ITEM: Journal Article

TITLE: *Ecological Assessment: A Collaborative Approach to Planning Instructional Interventions*

AUTHOR: Welch, M.

DATE: January, 1994

CITATION: *Intervention in School and Clinic, 29(3), 160-164*
ERIC Document #EJ479335

DESCRIPTION: This brief article discusses ecological assessment, an alternative approach to assessment focusing on environmental and instructional variables rather than student deficits. Guidelines for implementing ecological assessment are included, as well as instruments which may be used (e.g., rating scales and checklists). The final section of the article is a discussion of ecological assessment during prereferral intervention.

TYPE OF ITEM: Journal Article

TITLE: *Essential Collaborative Consultation Competencies for Regular and Special Educators*

AUTHOR: West, J.F. & Cannon, G.S.

DATE: 1988

CITATION: *The Journal of Learning Disabilities, 21(1), 56-63*
ERIC Document #EJ366042

DESCRIPTION: This article reports on a study designed to identify and validate competencies needed by general and special educators to meet the needs of students with disabilities in the general classroom. The 100-member interdisciplinary panel, from 47 states, identified 47 competencies in eight categories. The competencies assigned the highest panel ratings were interactive communication, collaborative problem solving, and personal characteristics such as openness, personal warmth, and empathy. These findings have implications for the development of preservice/inservice training for both general and special educators.

Part 3

Professionals with Expertise in Areas Related to Disproportionality

Part 3

Professionals with Expertise in Areas Related to Disproportionality

The professionals listed in the following chart have had a variety of experiences with students from racial and ethnic minority groups and are well versed in one or more of the main topic areas discussed in this document. This list contains only a small sample of the professionals with expertise in this area and was not intended to be exhaustive. These professionals have been nominated by their colleagues specifically for this purpose and agreed to be listed; they are not officially endorsed or recommended by NASDSE or OCR.

The professional you select may or may not be available to serve in a formal consulting capacity. If you are interested in hiring a consultant, you are advised to discuss this matter with the person you have selected, and request a resume or other more detailed description of his/her experience. The professionals listed may be able to refer you to others who are more suited to your particular needs.

Following the chart, is a list of the OCR regional offices.

NAME	PHONE/FAX/E-MAIL	ADDRESS	BRIEF DESCRIPTION OF EXPERIENCE
Theodore R. Beck	Phone: 517/373-6325 Fax: 517/373-7504 E-Mail: tbeck@special.mde.state.mi.us	Training, Curriculum & Approvals Office of Special Education Services Michigan Department of Education P.O. Box 30008 Lansing , MI 48909	Mr. Beck is currently the supervisor of the training, curriculum and approvals for the state education agency, and has served in this capacity for 20 years. Mr. Beck has also had 10 year's experience working in state departments of mental health, was a teacher at the junior and secondary level for seven years, and taught for two years at the community college level.
Loujeania W. Bost	Phone: 717/772-3260 Fax: 717/783-613[illegible] E-Mail: n/a	Bureau of Special Education 333 Market Street 7th Floor Harrisburg, PA 17126-0333	Ms. Bost is the Special Education Program Manager for the State of PA. Her major responsibilities are to coordinate state-wide inservice training for school districts and intermediate units and to manage the state's Comprehensive System of Personnel Development.
Peter M. Byron	Phone: 518/486-7462 Fax: 518/473-5769 E-Mail: pbyron@mail.nysed.gov	Vocation and Educational Services for Individuals with Disabilities (VESID) New York State Education Department Albany, NY 12234	Dr. Byron is a supervisor at the NY State Education Department. He works with school districts to address personnel shortages in bilingual special education, bilingual school psychology, and bilingual speech/language pathology. Dr. Byron develops instructional and clinical guidelines, coordinates university capacity-building programs, and manages funding initiatives.
JoAnne Y. Carver	Phone: 757/727-5178 Fax: 757/548-5131 or 757/548-9820 E-Mail: carver@cs.hamptonu.edu	Hampton University Department of Education Room 304, Phoenix Hall Hampton, VA 23668	Dr. Carver is an Assistant Professor and Supervisor of Graduate Special Education Teacher Training. She is also a certified, licensed speech/language pathologist with extensive experience in public school special education administration, instructional support, and staff development related to racial/ethnic minority populations.
Ji-Mei Chang	Phone: 408/924-3705 Fax: 408/945-1102 E-mail: jmchang@email.sjsu.edu	Division of Special Education and Rehabilitative Services College of Education San Jose, CA 95192-0078	Dr. Chang, Professor of Special Education, conducts school-based research on professional development in urban schools, rubric development for Chinese language arts, and reading development among students who are identified as limited English proficient (LEP), at risk of academic failure, learning disabled (LD), and LEP+LD.
Marcia Chapman	Phone: 501/490-2227 ext. 272 Fax: 501/490-0483 E-mail: MCHAPMAN@PCSSDI.K-12.AR.US	Pulaski County Special School District 925 E. Dixon Road Little Rock, AR 72216	Ms. Chapman is the Associate Director of Special Education for a local education agency. She supervises various special education programs and personnel. Ms. Chapman also coordinates and monitors the district's desegregation plan as it relates to special education.
Connie E. Cochran	Phone: 717/541-4960 Fax: 717/657-5895 E-Mail: n/a	Instructional Support Team Project 6340 Flank Drive Harrisburg, PA 17112	Dr. Cochran is the Consultant for Cultural and Linguistic Diversity at the PA State Department of Education. She provides staff development and technical assistance to IHEs LEAs, and SEAs in areas of second language acquisition, cultural diversity, assessment, and program evaluation.
Diana R. Cortez	Phone: 801/538-7645 Fax: n/a E-Mail: n/a	Utah State Office of Education 250 E 500 Street Salt Lake City, UT 84111	Ms. Cortez is a former special education teacher and currently the State Bilingual Education Specialist. She has assisted districts with OCR corrective actions plans.
Michael Crowley	Phone: 501/682-4225 Fax: 501/682-4313 E-Mail: mcrowley@arkedu.K12.or.us	Arkansas Department of Education-Special Education State Education Building - Room 105-C 4 State Capitol Mall Little Rock, AR 72201-1071	As an administrator for the State Education Agency, Mr. Crowley is responsible for monitoring school districts for possible overrepresentation of students from minority racial and ethnic groups in public special education programs in Arkansas. He works with districts on such issues as prereferrel strategies, appropriate services, and data collection and monitoring.

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NAME	PHONE/FAX/E-MAIL	ADDRESS	BRIEF DESCRIPTION OF EXPERIENCE
Jozi DeLeon	Phone: 505/646-4234 Fax: 505/646-7712 E-Mail: jdeleon@nmsu.edu	New Mexico State University Department of Special Education/CD Box 3SPE, MSC Las Cruces, NM 88003-8001	Dr. DeLeon is an Associate Professor in Bilingual Special Education and Bilingual Educational Diagnostics. She has over 21 years of experience in language minority student education and 12 years in bilingual special education and assessment of language minority students. Her areas of expertise include effective instructional practices, nondiscriminatory assessment, and early childhood special education for language minority students.
Harold E. Dent	Phone: 757/727-5100 Fax: 757/727-5131 E-Mail: DENT@cs.hamptonu.edu	Center for Minority Special Education Hampton University Phoenix 109 Hampton, VA 23668	Dr. Dent is Director of the Center for Minority Special Education, and Research Professor of Psychology. Dr. Dent consults with state and local education agencies in the areas of non-biased assessment, alternative assessment models, disproportionality, and staff development. Dr. Dent's research interests are learning, cognitive and personality development in children.
Kyppee White Evans	Phone: 703/993-3670 Fax: 703/993-3681 E-mail: KEVANS2@WPGATE.GMU.EDU	Multicultural Early Childhood Team Training Project George Mason University 4400 University Drive - IF2 Fairfax, VA 22030-4444	Ms. Evans is the Project Coordinator for Multicultural Early Childhood Team Training. In this role, she provides training and direction regarding culturally sensitive practices in early childhood education, with a focus on parent/professional partnerships and cultural competence.
Bridgie A. Ford	Phone: 330/972-6734 Fax: 330/972-5292 E-Mail: alexis2@uakron.edu	Department of Counseling and Special Education The University of Akron Akron, OH 44325-5007	Dr. Ford is a Professor of Special Education, with 19 years of cumulative experience at the K-12 and higher education levels. Her research areas are: authentic school/home/community partnerships and effective service delivery for African American youth with disabilities. She consults with school officials, parents, community organizations, and professional organizations. Her 1995 textbook brought together scholars and practitioners to address the above issues.
Donna Y. Ford	Phone: 804/924-0843 Fax: 804/924-0747 E-mail: dyf7a@virginia.edu	The University of Virginia 405 Emmet Street Charlottesville, VA 22903	Dr. Ford is an Associate Professor of Educational Psychology. She works with schools on increasing the participation of minority students in gifted education, and addressing the disproportionate representation of minority students in special education. Dr. Ford is co-director of the Center for Minority Research in Special Education (COMRISE).
Nona Flynn	Phone: 703/691-7826 Fax: 703/691-8148 E-Mail: peatcinc@aol.com	Parent Educational Advocacy Training Center 10340 Democracy Lane, Suite 206 Fairfax, VA 22030	Dr. Flynn is the Project Director at VA's federally-funded parent training and information center serving families of children with disabilities. She provides training and technical assistance in the areas of parent/professional partnerships, early childhood, and inclusion. Dr. Flynn is also an adjunct professor at George Mason University in VA.
Shernaz B. García	Phone: 512/471-6244 Fax: 512/471-5550 E-mail: GarciaS@mail.utexas.edu	Department of Special Education SZB 306 The University of Texas Austin, TX 78712	For the past 12 years, Dr. García has been involved in a series of research, development, and personnel preparation projects related to cultural and linguistic diversity in special education. Her areas of interest include educational risk, instructional planning, personnel preparation and educational policy related to multicultural special education.
Randy Glenn	Phone: 501/324-2191 Fax: 501/324-2199 E-Mail: n/a	Learning Center Psychological Examiners 810 W. Markham Little Rock, AR 72201	Dr. Glenn is a school psychologist, with 10 ten years' experience in the area of assessment, placement and programming. For the past 7 years he has worked with urban students who have behavior disorders. Dr. Glenn has also had extensive experience collaborating with local agencies.

NAME	PHONE/FAX/E-MAIL	ADDRESS	BRIEF DESCRIPTION OF EXPERIENCE
Woody Grant	Phone: 410/767-0425 Fax: 410/767-0431 E-Mail: wg003@mail.pratt.lib.mdus	Equity Assurance and Compliance Branch Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201	As Chief of the Equity Assurance and Compliance Branch, Mr. Grant provides technical assistance to school districts regarding school desegregation, school/classroom management, cultural diversity, teacher expectation s, education that is multicultural, and employment equity. Mr. Grant also serves as a consultant to other state education agencies.
John A. Haigh	Phone: 410/767-0236 Fax: 410/333-8165 E-Mail: n/a	Maryland State Department of Education Division of Special Education 200 West Baltimore Street Baltimore, MD 21201	Dr. Haigh currently works in the area of special education and assessment at the state education agency. He is working on making the Maryland large scale assessment instrument appropriate for students with disabilities through accommodations and instructional interventions. Dr. Haigh has also been a teacher and school principal.
Colleen A. Haney	Phone: 371/449-2097 Fax: 317/496-1228 E-mail: haneyc@omni.cc.purdue.edu	913 North 20th Street Suite #6 Lafayette, IN 47904	Ms. Haney has over 20 years of experience as an educator, speech pathologist, supervisor, administrator and consultant. Her areas of expertise include assistive technology, augmentative communication, service delivery, gerontology, special education and multicultural issues, and marketing and creating educational training programs. Ms. Haney has consulted for private, governmental, vocational, rehabilitational, educational, and medical agencies across North America and in Europe.
Beth Harry	Phone: 305/284-5363 Fax: 305/284-3003 E-mail: bharry@umiami.iv.miami.edu	University of Miami Merrick Bldg. Room 212 P.O. Box 248065 Coral Gable, FL 33124-2040	Dr. Harry is a Professor of Special Education. Her research interests are multicultural education, family issues, and the overrepresentation of minorities in special education programs and classes. She has consulted and written extensively on these topics.
Asa G. Hilliard, III	Phone: 404/651-1269 Fax: 404/651-1009 E-Mail: n/a	Georgia State University University Plaza Atlanta, GA 30303-3083	Dr. Hilliard is a Professor of Urban Education, with appointments in the Departments of Educational Policy Studies and Educational Psychology & Special Education. He has written and consulted extensively on teaching strategies, public policy, child development, assessment, linking assessment to valid teaching, and institutional change.
Reginald L. Jones	Phone: 757/727-5104 Fax: 757/727-5131 E-Mail: rjonesch@aol.com	Hampton University Department of Psychology Hampton, VA 23668	Dr. Jones, Professor Emeritus-University of California at Berkeley, is a Professor of Psychology and directed the Center for Minority Special Education when it was located at Hampton University. He has conducted research on tests and edited three books on non-biased assessment.
Allegra M. Jones	Phone: 401/277-3126 ext. 1-2103 Fax: 40/277-6667 E-Mail: n/a	Rhode Island Department of Education Office of Assessment 255 Westminster Street Providence, RI 02903	In her role as a Consultant with the RI State Department of Education, Ms. Jones works with local education agencies in the areas of special education, non-based assessment, and full student participation in the statewide performance assessment system.
Patty Kohler	Phone: 501/324-2190 Fax: 501/324-2199 E-Mail: n/a	Little Rock School District Division of Exceptional Children 810 W. Markham Little Rock, AR 72201	Dr. Kohler has been an administrator of special education programs for 16 years, and has worked under a court-ordered desegregation plan since 1989. Dr. Kohler is also an adjunct faculty member at local university.
Joseph Kovaleski	Phone: 717627-1393 Fax: n/a E-Mail: n/a	10 Becker Drive Lititz, PA 17543	Dr. Kovaleski, who is currently on sabbatical, was Director of the Instructional Support Team (IST) Project in the state of Pennsylvania. He oversaw the implementation of ISTs in school districts across the state from 1990 to 1996. Training included curriculum-based assessment, instructional adaptations, student discipline, and collaboration, with special emphasis on interventions for culturally and linguistically diverse students.

NAME	PHONE/FAX/E-MAIL	ADDRESS	BRIEF DESCRIPTION OF EXPERIENCE
Robi Kronberg	Phone: 612/626-1501 Fax: 612/626-7956 E-mail: kronb001@maroon.tc.umn.edu	University of Minnesota Wulling Hall #430 86 Pleasant Street, SE Minneapolis, MN 55455	Dr. Kronberg has had 15 years experience in the field of special education. She has been a special education teacher, a state department of education senior consultant, university instructor, staff developer and technical assistance provider. She consults nationally in the area of inclusive practices for heterogeneous schools, collaboration, family partnerships and peer relationships, and differentiated instruction.
Amy Mazur	Phone: 202/994-1511 Fax: 202/994-3365 E-Mail: n/a	Department of Special Education and Teacher Training The George Washington University 2134 G Street, NW Washington, DC 20052	Dr. Mazur is a professor in the Department of Special Education and Teacher Training. Her responsibilities include coordinating the preservice training program for Bilingual Special Education at the M.A., Ed.S. and Ed.D. levels. She also serves as an inclusion specialist on a federally-funded grant to prepare professionals to work with culturally and linguistically diverse students. Dr. Mazur has presented at many conferences and written curriculum standards and manuals.
John W. McClain	Phone: 402/559-6357 Fax: 402/559-6796 E-Mail: n/a	Associate Vice Chancellor University of Nebraska 600 South 42nd Street Omaha, NE 68198-4250	Dr. McClain is the Associate Vice Chancellor and Professor of Public Policy. As a former Kennedy Public Fellow, he has extensive experience in multicultural disability advocacy policy formulation. He is a co-founder of the National Family for the Advancement of Minorities with Disabilities, a national advocacy civil rights non-profit corporation.
Patricia Medeiros-Landurand	Phone: 508/358-4048 Fax: 508/358-4712 E-Mail: PATLANDUR@AOL.COM	Rhode Island College 6 Juniper Lane Wayland, MA 01778	Dr. Medeiros-Landurand is a Special Education Professor and President of her own consulting company. Her consulting specialization areas are: bilingual, multicultural, ESL, and special and general education. Dr. Landurand has consulted at the local, state, and international levels for the past twenty years on issues related to educating diverse populations.
Sheila J. Mingo	Phone: 703/358-6152 Fax: 703/358-6295 E-Mail: n/a	Arlington County Public Schools 1426 N. Quincy Street Arlington, VA 22207	Dr. Mingo is currently the Supervisor of Minority Achievement for a local education agency. She was previously the Special Assistant for Ethnic and Multicultural Concerns at the Council for Exceptional Children (CEC). Dr. Mingo has also been a special education administrator with the Chicago Public schools.
Mari Molenaar	Phone: 609/633-6972 Fax: 609/984-8422 E-Mail: n/a	Office of Special Education Programs New Jersey Department of Education CN 500 Trenton, NJ 08625-0500	Dr. Molenaar is a Senior Research Analyst with the state education agency. In this role, she examines district data for disproportionate representation, and conducts needs assessments and provides technical assistance (e.g., workshops) related to disporportionality.
Edmund Moore	Phone: 334/242-8114 Fax: 334/242-9192 E-mail: emoore@stenet.alste.edu	Alabama State Depart of Education Gordon Persons Building 50 N. Ripley Street, Room 33 Montgomery, AL 336130-3901	Mr. Moore serves as an Education Specialist at the state education agency. For the last four years he has provided leadership in examining overrepresentation in Alabama. His work has included advising school systems and personnel on issues related to appropriate assessment and staff development.
Festus Obiakor	Phone: 316/341-5804 Fax: 316/341-5785 E-mail: obiakorf@esumail.emporia.ed	Emporia State University Emporia, KS 66801	Dr. Obiakor is currently a Professor of Special Education with more than 20 years of teaching, research, and consulting experience on issues related to disproportionate representation, self-concept development, multicultural psychology and special education, crisis intervention, and retention of at-risk learners. He serves as a consultant to school districts, colleges/universities, and community agencies. Dr. Obiakor has also authored several publications.

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Augie Souza Olim	Phone: 714/962-4411 Fax: 714/663-6065 E-mail: n/a	Lake High School 10801 Orangewood Ave. Garden Grove, CA 92708	Mr. Olim is currently a high school counselor and serves as the President for the California Council for Exceptional Children, Division for Culturally and Linguistically Diverse Exceptional Learners. He has also served as the Asian Pacific Islander representative for the U.S. Department of Education and the National Education Association. Mr. Olim has been a general education teacher, grades 2 through 9, and a special education teacher at all levels.
Alba Ortiz	Phone: 512/471-7255 Fax: 512/471-0846 E-mail: alba.ortiz@mail.utexas.edu	College of Education Office of the Dean SZD Room 210 The University of Texas at Austin Austin, TX 78712	Dr. Ortiz's expertise focuses on assessment and instruction for language minority students receiving general and special education services. Her specific areas of interest are: prereferral intervention, second language acquisition, and assessment of language skills to distinguish language differences from disabilities.
Eun-Ja Kim Park	Phone: 805/664-3140 Fax: 805/664-2479 E-mail: EPARK@CSUB.EDU	California State University, Bakersfield 9001 Stockdale Highway Bakersfield, CA 93311-1099	Dr. Park is currently a Professor and Coordinator of Special Education, with 24 years of university teaching experience in the areas of learning disabilities and behavioral disorders. Her research interests are bilingual special education and working with parents of students from culturally and linguistically diverse backgrounds. She was previously an elementary-level special education teacher and a general education teacher at the junior and senior high levels.
James M. Patton	Phone: 757/221-2318 Fax: 757/221-2988 E-Mail: jmpatt@facstaff.wm.edu	The College of William & Mary P.O. Box 8795 Williamsburg, VA 23187-8795	Dr. Patton is an Associate Professor of Special Education and Associate Dean of the School of Education. In the past, he has directed federally-funded projects for at-promise students and their families, and served as an evaluator of over 25 major programs. His primary research interests include the educational and psychosocial development of African Americans, particularly those with gifts and talents, enhancing the development of African American males, cultural theory and diversity, and analysis of policies that affect people of color and those from low socioeconomic-economic circumstances.
Glynis Ramos-Mitchell	Phone: 770/514-3884 Fax: 770/429-5839 E-Mail: n/a	Cobb County School District 514 Glover Street Marietta, GA 30060	Ms. Ramos-Mitchell is currently on special assignment to the cultural diversity and staff development departments of Cobb County Schools. She has several years of research and consulting experience in the areas of foreign languages and cultures, and national origin desegregation. Ms. Ramos-Mitchell previously taught high school foreign languages.
Víctor L. Rodríguez-Díaz	Phone: 717/845-3571 Fax: 717/849-1394 E-Mail: n/a	York City School District P.O. Box 1027 York, PA 17405-1927	Dr. Rodríguez-Díaz is the Supervisor of English Language Learners for the school district. He provides staff development in the areas of language acquisition, cultural diversity, assessment, and program evaluation.
Matty Rodriguez-Walling	Phone: 305/995-2719 Fax: 305/995-1760 E-Mail: mattyrw@aol.com	Dade County Public Schools Division of Exceptional Student Education 1500 Biscayne Blvd., Room 409G Miami, FL 33132	Ms. Rodriguez-Walling is a Special Education Teacher with 25 years of teaching experience in the areas of English as a second language, foreign languages (French, Spanish, Italian), and general and special education (students with learning disabilities and emotional and behavioral disorders) K-12. She is the 1994 International Council for Exceptional Children Teacher of the Year and serves on various state and national task forces, some of which have addressed issues of cultural diversity.

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NAME	PHONE/FAX/E-MAIL	ADDRESS	BRIEF DESCRIPTION OF EXPERIENCE
Robert E. Slavin	Phone: 410/516-8809 Fax: 410/516-8890 E-Mail: rslavin@inet.ed.gov	Center for Research on the Education of Students Placed at Risk 3505 North Charles Street Baltimore, MD 21218	Dr. Slavin is the Co-Director of *Success for All*, a comprehensive program for restructuring elementary schools that focuses on prevention and early intervention. This program provides professional development, tutoring, and family support services to ensure that all students succeed.
Deborah B. Smith	Phone: 504/286-5155 Fax: 504/286-5387 E-Mail: n/a	Southern University at New Orleans 6400 Press Drive New Orleans, LA 70126	Dr. Smith is currently coordinator of the Southern University at New Orleans and New Orleans Public Schools Partnership. Her research and consulting during the past 15 years have focused on reading, teacher preparation, and development of K-16 educational partnerships. She previously taught grades 7-11 in several urban school districts.
Cherie Takemoto	Phone: 703/691-7826 Fax: 703/691-8148 E-Mail: peatcinc@aol.com	Parent Educational Advocacy Training Center 10340 Democracy Lane - Suite 206 Fairfax, VA 22030	Ms. Takemoto is the Executive Director of VA's federally-funded parent training and information center serving families of children with disabilities. Her areas of expertise include parent/professional training, parent involvement, and best practices in adapting training curriculum to multicultural audiences.
David Allen Thompson	Phone: 410/767-0430 Fax: 410/767-0431 E-Mail: n/a	Equity Assurance and Compliance Branch Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201	Mr. Thompson assists teachers, administrators and students—kindergarten through twelveth grade—become more aware of and sensitive to barriers others may create or be to persons with disabilities. He simplifies the often complex regulations regarding Section 504, IDEA, and ADA.
Eva Thorp	Phone: 703/993-2035 Fax: 703/934-7482 E-mail: ethorp@wpgate.gmu.edu	Multicultural Early Childhood Team Project George Mason University MSN 1F2 Fairfax, VA 22030	Dr. Thorp is an Associate Professor of Early Special Education and Co-Director of the Multicultural Early Childhood Team Project. In this role, she trains graduate level educators in early childhood education, provides parent/professional training related to cultural competence, and consults in the areas of early childhood program integration, early childhood special education, and bilingual/multicultural/ESL education.
Brenda L. Townsend	Phone: 813/974-1385 Fax: 813/974-5542 E-Mail: btownsen@tempest.coedu.usf.edu	University of South Florida Department of Special Education 4202 E. Fowler Avenue Tampa, FL 33620	Dr. Townsend is an Associate Professor and directs a federally-funded project to prepare African American men for urban special education teaching positions. She has delivered numerous presentations and workshops for practitioners and families on enhancing African American student success by affirming individual and cultural differences. Dr. Townsend's public school teaching experience includes over 8 years teaching students with behavior disorders and learning disabilities.
Jim Ysseldyke	Phone: 612/624-4014 Fax: 612/624-0879 E-Mail: yssel001@maroon.tc.umn.edu	University of Minnesota 350 Elliott Hall 75 East River Road Minneapolis, MN 55455	Dr. Ysseldyke is a Professor of Educational Psychology and Director of the National Center on Education Outcomes. He is the author of numerous articles and a textbook on assessment. He has served as a consultant to schools on non-biased assessment, assessment of instructional environments, and effective instruction.

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